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AUTHOR Moss, Marc; Puma, Michael

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ABSTRACT

This report presents descriptive findings from the Language Minority/Limited English Proficiency Student Supplement of "Prospects," a six-year longitudinal evaluation concerning the impact of federal Chapter 1 programs. These programs provide supplemental instruction to low-achieving elementary and secondary school students in low-income schools. Instructional areas supported by Chapter 1 include: reading, mathematics, language arts, English-as-a-Second Language (ESL), and bilingual education. Survey and achievement data were collected from a nationally representative sample of three student cohorts beginning in grades 1, 3, and 7. The report presents data from the first two years of data collection (1991 and 1992) for two of the cohorts (grades 1 and 3), including extensive demographic information, student out-of-school behaviors and home support, student academic performance as measured by standardized tests, teacher judgment, and self-report, school attendance and grade retention patterns, and the kind, quality, and extent of educational services provided to LEP students. Findings show that LEP students who attend public school are particularly disadvantaged. They come from poor families and live in urban communities with high concentrations of poverty. Their parents have especially low levels of educational attainment, are often unemployed, have only limited proficiency in English, and rarely speak English at home. Despite the importance of early educational intervention, the parents of LEP students are less likely than other parents to send their children to kindergarten. It is concluded that Chapter 1 policies should be particularly sensitive to the needs of low-achieving LEP students, who are more likely to be in low-income schools or schools without adequate services, and who may have difficulty taking standardized tests in English. In addition, the need for more staff training to assist this population is highlighted. (MSE)

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Washington, DC 20202

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600 Independence Avenue, SW
Washington, DC 20202

Prepared By:

Abt Associates Inc.
55 Wheeler Street
Cambridge, MA 02138

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EXECUTIVE SUMMARY

The population of Limited English Proficient (LEP) students in U.S. schools has markedly increased in the past ten years. Current estimates of the size of this population vary from 1.7 to 3.3 million students (Strang & Carlson, 1991; Fleischman and Hopstock, 1993; Stanford Working Group, 1993). Providing these students with a meaningful, high quality education is an ongoing challenge for our educational system.

In the report, *Federal Education Programs for Limited-English Proficient Students: A Blueprint for the Second Generation*, the authors state, "the educational opportunities and outcomes for a large proportion....of LEP students in the United States are not good. Large numbers of LEP students are languishing in school programs with low academic expectations and lack of attention to higher order thinking skills. Many language-minority students are behind their peers in content areas at a time when performance standards are being raised throughout the nation" (Stanford Working Group, 1993).

This report presents descriptive findings from the Language Minority/Limited English Proficient Student Supplement of *Prospects*: The Congressionally Mandated Study of Educational Growth and Opportunity, a six-year longitudinal evaluation of the impact of the Federal Chapter 1 program. Chapter 1 provides funds to school districts to provide supplemental instruction to low-achieving students in low-income schools. Instructional areas supported by Chapter 1 include; reading, mathematics, language arts, English-as-a-second language (ESL), and bilingual education (BE).

Prospects collects annual survey and achievement data from nationally-representative samples of three student cohorts beginning in grades 1, 3, and 7. Additional data are collected each year from school principals, the students' current teachers, school records, and students' parents. The study is being carried out by Abt Associates Inc. and its subcontractors—Westat, Inc., the Educational Testing Service, and the Johns Hopkins University—under contract with the Under Secretary in the U.S. Department of Education. The supplemental study is funded by the Office of Bilingual Education and Minority Languages Affairs.

The supplemental study, as a part of *Prospects*, is the first longitudinal study designed to measure the effects of the Chapter 1 program on language minority students. As is true for *Prospects*, this study can also support comparisons of educational outcomes between language minority students and students in the general population. It provides information that can be generalized nationally and used to inform policymakers at the federal level.

This report presents descriptive information from the first two years of data collection (1991 and 1992) for two of the three cohorts used in *Prospects*, the 1st grade and 3rd grade, characterizing two groups of students:

- **Limited English Proficient Students (LEP)**: Children whose native language is other than English and whose skills in speaking, reading, or writing English are such that they can derive limited benefit from school instruction in English; and
- **Other Language Minority (LM) Students**: Children who are reared in a setting in which a language other than English is commonly used, but who are proficient in English and thus are *not* classified as LEP.

Other LM students are included in the study because they represent a useful context for this and subsequent analyses. Since other LM students are very similar to LEP students in terms of family status and socio-economic status, they can serve as a natural comparison group. In addition, the findings describing other LM students will be of particular interest in the longitudinal study, since many students currently classified as LEP will make the transition to other LM as they become more proficient in English.

Tests of statistical significance were not conducted because the computation of weighted standard errors for a large number of variables is time consuming and beyond the scope of this report. As an alternative, differences between groups of students were considered to be substantively meaningful (and probably statistically significant) if they were 10 percent or larger.

FINDINGS

Student Demographics

Not surprisingly, LEP students who attend public schools are particularly disadvantaged. They come from very poor families, and typically" live in communities (mostly urban) with high concentrations of poverty. Their parents have especially low levels of educational attainment, are often unemployed, have only limited proficiency in English, and rarely speak English at home. Despite the importance of early educational intervention, the parents of LEP students are also less likely than other parents to send their children to kindergarten.

Specific findings include:

- More than one-half million 1st grade students and almost one-half million 3rd grade students in the United States are classified as language minority (LM), with 44 percent of 1st grade and 37 percent of 3rd grade language minority students classified as LEP students. Language minority students comprise 16 percent of the students in the 1st and 3rd grades. About 7 percent of students in 1st grade and 6 percent in third grade are LEP students (a subset of LM students).

- LEP students are particularly likely to attend high poverty schools (schools where at least 75 percent of students are eligible for free or reduced price lunches under the National School Lunch Program). More than 40 percent of the 1st grade LEP students and more than 50 percent of 3rd grade LEP students attend high poverty schools. LEP students are also highly concentrated in schools with large proportions of LEP students. Almost 70 percent of 1st grade and 63 percent of 3rd grade LEP students attend schools in which at least 25 percent of the student population are LEP students.

- By lowering the eligibility threshold for schools to operate schoolwide projects from 75 percent to 50 percent poverty (as legislated in the Improving America's Schools Act), the proportion of language minority students with access to Chapter 1 services will increase dramatically. About three-quarters of LEP students in both grades attend schools with poverty levels of at least 50 percent, schools that will (in 1996-97) be eligible to operate schoolwide projects.

- LEP students are most likely to attend schools in the Western and Southern regions of the country. About one-half of the LEP students in the 1st and 3rd grades attend schools in the West. More than one-third of the LEP students in the 1st grade attend schools in the South.

- More than 50 percent of 1st grade LEP students and two-thirds of 3rd grade LEP students attend urban schools.

- Across both 1st and 3rd grades, more than three-quarters of LEP students are Hispanic. Moreover, in high poverty schools, over 90 percent of LEP students are Hispanic.

- The ethnicity of LEP students varies at different levels of school poverty. Asian LEP students are more likely to attend low rather than high poverty schools. Less than 3 percent of LEP students in high poverty schools are Asian, compared to about 18 percent in low poverty schools. Such variations highlight the difficulty in generalizing about school progress across different ethnic groups because students attend such different schools.

- Although most 3rd grade LEP students have attended kindergarten, they are less likely to have done so than 3rd grade students overall (80 percent vs. 96 percent).
- Families of LEP students are considerably more economically disadvantaged than families in the total grade cohorts. More than one-half of LEP students are in families with total incomes under $15,000 compared to about 25 percent of all families.
- Mothers of LEP students are less educated than mothers of other students in 1st and 3rd grade overall. About 50 percent of the mothers of LEP students report that they have not completed high school. Lack of educational attainment is even more pronounced in high poverty schools where 68 percent of mothers of 3rd grade LEP students, for example, do not have a high school diploma.
- The parents of LEP students report low levels of proficiency in English language skills; only one-third of parents of 1st grade LEP students and about one-quarter of parents of 3rd grade LEP students described their English language skills as very good. Almost 40 percent of the parents of LEP students report that they never or hardly ever use spoken English in the home.
- LEP students have similar profiles to all 1st and 3rd grade students with respect to the help in reading their parents provide, their use of libraries, their reading out of school, their television viewing, their participation in community activities, and their time spent alone.

Receipt of Educational Services

The combination of English language difficulty, poverty, limited formal education and a lower likelihood of early educational assistance places a heavy burden on LEP students. Yet, many students are not receiving the quality instruction and services they need. Although participation is certainly higher in high poverty schools, even in these schools many LEP students are not served.

Most (80-90 percent) LEP students receive some form of supplementary education through federal, state or local programs. However, 30 percent of LEP students in 1st and 3rd grade do not receive ESL/bilingual instruction from any source, largely because they attend schools that do not provide services. Services linked to content areas of instruction are limited. One-third of 1st grade and one-fifth of 3rd grade LEP students receive only ESL or bilingual services beyond the school's regular instructional program conducted in English. Over half of 1st grade LEP students receive no Chapter 1 reading instruction.

Other specific findings include:

- About 69 percent of 1st and 3rd grade LEP students participate in some type of supplementary ESL/bilingual instruction beyond the regular classroom. These services are usually provided through state, local, or federal programs other than Chapter 1, such as Title VII.
- LEP students in high poverty schools are more likely to have access to supplementary reading assistance than LEP students in lower poverty schools. In high poverty schools, 73 percent of 1st grade and 86 percent of 3rd grade LEP students receive supplementary reading assistance—primarily through Chapter 1.
- Across the three academic areas in which supplementary education is provided (reading, math, and ESL/bilingual), 40 percent of LEP 1st graders and one-half of the 3rd graders in high poverty schools receive services in all three areas.
- In both grades, more than 40 percent of *low-achieving* LEP students receive no supplementary (federal, state or local) education assistance in reading/language arts.
- More than two-thirds of 1st grade low-achieving LEP students receive no supplementary educational assistance in math. In high poverty schools, 53 percent of 1st grade and 72 percent of 3rd grade LEP students receive supplemental instruction in math, again mostly in Chapter 1 programs.

Entry into and Exit from LEP Programs

The criteria used for selecting students for participation in and exit from ESL/bilingual services has been a controversial issue in the education of LEP students. Critics claim that teachers and schools arbitrarily place many students in these programs and keep them enrolled long after they should have made the transition to English language programs. The findings presented here indicate that LEP students are not placed in ESL/bilingual programs arbitrarily or because their parents speak a language other than English at home. Instead, most LEP students are in schools that use several criteria, including measures of proficiency in English and non-English, to determine entry into and exit from these programs.

Specific findings include:

- Virtually all LEP students attend schools that use multiple criteria to determine student entry into and exit from ESL/bilingual programs. Fewer than 3 percent of LEP students attend schools that rely solely on one measure to make such decisions. About half of the LEP students attend schools that report using 7 or more criteria for entry into ESL/bilingual programs. Although fewer criteria are used to determine which students should exit such programs and when they exit, 85 percent of LEP students are in schools that report using at least 4 criteria.

- About 78 percent of 1st grade LEP students and 65 percent of 3rd graders attend schools that test students for English and a language other than English oral and/or aural proficiency, and determine if a language other than English is used in the home, to make decisions about *entry* into ESL/bilingual programs.

- About 52 percent of 1st grade LEP students and 30 percent of 3rd graders attend schools that, at a minimum, determine a students' English oral and/or aural proficiency and level of achievement in content areas (as measured by a test given in English), and whether a language other than English is used at home, to make decisions about *exiting* ESL/bilingual programs.

- Only a small fraction of LEP students (18 percent in 1st grade and 24 percent in 3rd grade) are tested in their non-English language for achievement in content areas. Without this information, it is hard to determine the kinds of Chapter 1 services that LEP students need.

Quality of LEP Programs

The *Prospects* data provide only limited information on the quality of services provided to LEP students. To measure quality, rather than using survey data, classroom observations of the instruction provided to LEP students would result in a more accurate measure of program quality. Although classroom observation data were not collected as part of *Prospects*, classroom teacher responses to some survey questions offer some general insights about program quality. The effectiveness of the instruction that LEP students receive is influenced by the match between the native language of the student and the teacher's proficiency in that same language. Yet, only half or fewer of the LEP students have teachers who report being proficient in the predominant non-English language spoken by LEP students in their classrooms.

A relatively small proportion of LEP students have regular classroom teachers who have ESL or bilingual education certification. In addition, although many LEP students have instructional aides in regular classrooms during reading/language arts instruction, only 50 to 60 percent of students are in classrooms where the aides are judged highly competent by their respective classroom teachers. Moreover, very few students are in rooms where the instructional aides have education beyond high school.

About two-thirds of LEP students use the same reading/language arts instructional materials as their English-proficient classmates. Even in high poverty schools, and schools with high concentrations of LEP students, 40 to 66 percent of the LEP students use the same reading materials. This may be a problem if teachers do not adapt these materials for LEP students who are still learning the English language.

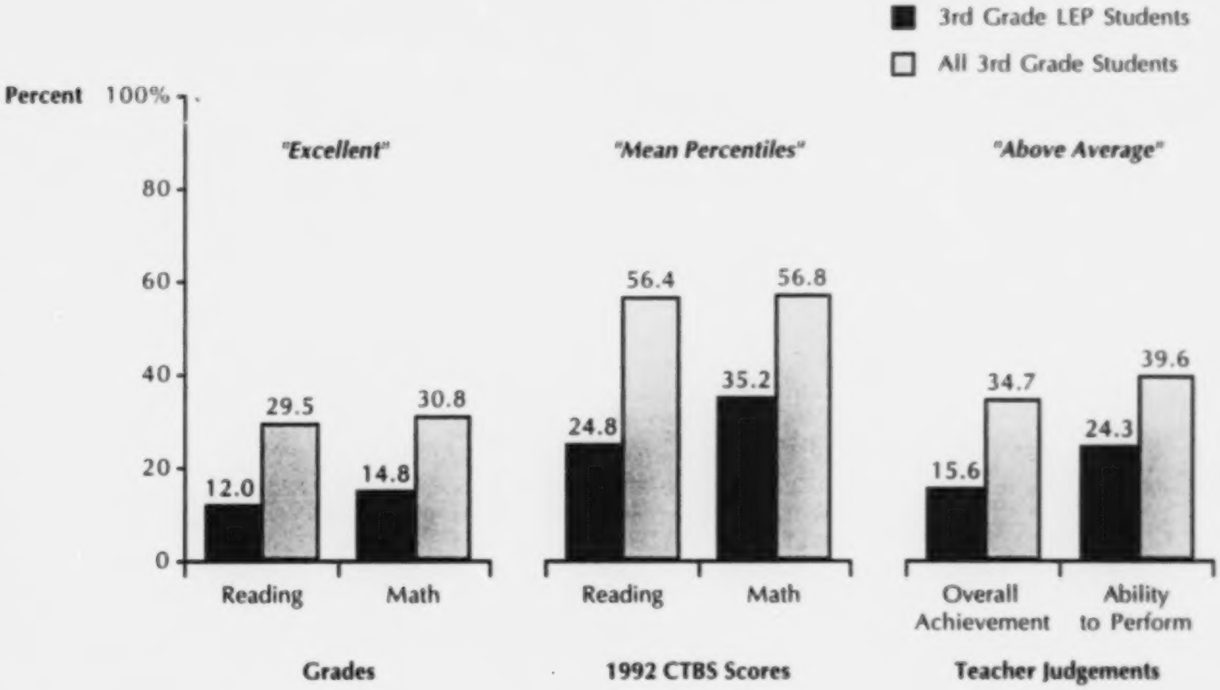
Other findings describing instruction provided to LEP students include:

- In the primary grades, LEP students and students overall have teachers with similar teaching experience and educational backgrounds.
- The predominant non-English language spoken by LEP students in classrooms is Spanish. Over 80 percent of 1st grade LEP students and over 85 percent of 3rd grade LEP students are in classes where Spanish is the predominant non-English language.
- Across all language groups, about one-half of 1st grade and 40 percent of 3rd grade LEP students have teachers who report being proficient in the predominant non-English language spoken by LEP students in class. Of 1st grade LEP students who are in classes where the predominant language is one other than Spanish, fewer than 15 percent have teachers who are fluent in a non-English language; for 3rd graders the corresponding figure is 25 percent.
- Less than one-half of LEP students have teachers who provide regular classroom instruction in content areas using a language other than English. LEP students in high poverty schools are more likely than those in low poverty schools to have some of their instruction in their native language.
- Over half of all LEP students, and two-thirds of LEP students in high poverty schools receive some ESL instruction as part of their regular instructional program. Most LEP students who receive this instruction are placed in groups with students having similar oral abilities.
- Many LEP students have teachers who perceive LEP students to have two attributes that are barriers to successful academic performance. One-third of 3rd grade LEP students and 40 percent of 1st grade LEP students have teachers who believe these students do not have the prior background experiences to do schoolwork. About 13 percent of 3rd grade LEP students have teachers who

perceive them as having short attention spans which may be related to English language proficiency.

Student Performance

Given these findings, it is not unexpected that LEP children have lower educational achievement than their peers. They receive lower academic grades, are judged by their teachers to have lower academic abilities, and score below their classmates on standardized tests of reading and math. (See Summary Table below). LEP students come to school with substantial educational needs but they do not appear to be receiving the help they need to close the gap between them and their classmates.



- Many LEP students were not administered the 1992 Comprehensive Test of Basic Skills (CTBS) achievement tests as part of *Prospects*, due to limited English-language skills. Only 36 percent of 1st grade LEP students and 45 percent of 3rd grade LEP students were administered the CTBS. Many LEP students who could not take the CTBS because of difficulty with the English language were administered the Spanish Assessment of Basic Education (SABE). However, more than 27 percent of LEP students, largely Hispanic, were not administered any achievement test, either the CTBS or the SABE (For more details on the tests see Appendix C).

- Of those who took the test, 3rd grade LEP students, on average, did not perform as well as 3rd grade students overall on the 1992 CTBS reading and math tests. In reading, they obtained a mean percentile score of 26, compared to 56 for 3rd grade students overall. In math, 3rd grade LEP students obtained a mean percentile score of 31 compared to 55 for all 3rd grade students. The mean scores for LEP students in 3rd grade who took the 1992 SABE test, which is in Spanish, were low, at the 30th percentile in reading and at the 36th percentile in math.

- Third grade LEP students who attend high poverty and/or high LEP concentration schools, on average, scored lower than students who attend schools with lower levels of poverty and lower concentrations of LEP students.

- The reading grades of 1st grade LEP students are very similar to grades obtained by all 1st grade students, even though they had families with more formal education, higher family incomes and received less supplemental instruction on average. However, LEP students in 3rd grade are less likely to have obtained an "excellent" grade in reading or math than 3rd grade students in general. In reading, 12 percent of the 3rd grade LEP students received an "excellent" grade, compared to 30 percent for all 3rd grade students. In math, the corresponding results are 15 percent for LEP students and 31 percent for all 3rd grade students.

- On teachers' ratings of student achievement (overall achievement, and achievement in reading and math) and overall ability to perform, LEP students obtained lower ratings than all students in each of the grades. For all four measures, the difference in teacher ratings between LEP students and students overall is substantially greater in 3rd grade compared to 1st grade.

- LEP students are judged by their teachers as showing the same level of interest in and enjoyment of school, and the same level of motivation to do well in school, as all students in 1st and 3rd grades.

- Third grade LEP students rated their reading abilities less proficient than all students in 3rd grade. About 43 percent of 3rd grade LEP students rated themselves as very good readers, compared to 70 percent of all 3rd grade students. In math, 41 percent of 3rd grade LEP students rated their math skills as very good, compared to 56 percent of all 3rd grade students.

- LEP students were judged by teachers to be the same as all students in the two grades on several affective characteristics: happiness, self-esteem, respect for authority, and friendliness. Thus, LEP students' affective characteristics do not appear to present any more of a barrier to performing well in school than for other students at these grade levels.

- Almost one-quarter of 3rd grade LEP students in schools with high concentrations of LEP students, have repeated a grade, compared to about a 15 percent retention rate for all 3rd grade students.
- Rates of tardiness, absence from school, and suspensions from school were not substantially different for LEP students from those for all students in these grades.
- Teacher ratings of LEP students' English and non-English proficiencies (understanding, speaking, reading, and writing) indicate that, as expected, LEP students demonstrated better language skills in their native language than they did in English.

Conclusion

These findings lead to the following implications for practice and policy. First, since LEP students are likely to be in high poverty schools, and therefore in schools that are much more likely to receive Chapter 1 funds, the study indicates that policies regarding Chapter 1 should be particularly sensitive to the needs of LEP students in terms of both access to Chapter 1 services in these schools as well as in the quality of education these students receive. This is especially important in light of the increasing effort to target money to high poverty schools, and given the poor academic achievement of LEP children.

Second, given that a large proportion of LEP students attend high poverty schools, they will be affected by a change in the Chapter 1 legislation that lowers the threshold for schoolwide project eligibility. As a result of this change, larger numbers of LEP students will be in Chapter 1 schoolwide programs. Given the possibility that schoolwide programs may result in the dilution of services for LEP students, it is important to ensure that in such programs LEP students are provided with comprehensible and challenging curriculum, and that increasing proportions of LEP students meet high performance standards. Moreover, given the paucity of information on how to provide effective programs for LEP students through schoolwide programs, there is a need for considerable research and development in this area. This would include information on how to coordinate services with different funding streams (e.g., Chapter 1, Title VII, etc.) at the local level.

Third, a large number of schools appear to have difficulty complying with Title VI of the Civil Rights Act, which guarantees special assistance for LEP students so they can participate equally in educational programs. Thirty percent of LEP students in the 1st and 3rd grades do not receive ESL/bilingual assistance from any source (federal, state or local), largely because they attend schools that lack these services. This argues for better monitoring and enforcement activity on the part of the Office of Civil Rights and additional technical assistance to states to help them monitor compliance with these Federal statutes.

Fourth, many *low-achieving* LEP students do not receive supplementary help in reading or math through federal, state, or local programs. In both 1st and 3rd grades, more than 40 percent of *low-achieving* LEP students receive no supplementary education assistance in reading/language arts. More than two-thirds of 1st grade *low-achieving* students receive no supplementary educational assistance in math. Recent reform goals to help all children meet high academic standards will not be successful unless these *low-achieving* children receive supplementary assistance that extends beyond English language development.

Fifth, with the current emphasis on performance-based accountability, the *Prospects* administration of standardized tests highlights a potential problem. In the test administration, almost half of the 1st grade LEP students and 40 percent of the 3rd graders were not given achievement tests in English due to their limited proficiencies with the English language. Decisions about which LEP students could and could not be tested in English were made by school staff. This raises the important issue of how to monitor the performance of all LEP students so that schools and districts can be held accountable for their progress. If schools and districts are going to administer large-scale assessments, then some provisions have to be made to assess the LEP students who are not yet skilled in the English language.

Sixth, the study provides baseline information on the preparation of teachers to serve the needs of LEP students. This baseline is particularly important given the renewed emphasis in staff development and technical assistance in current federal reform efforts. The results indicate that less than half of LEP students have teachers who provide regular classroom instruction in content areas using a language other than English. Concurrently, a small proportion of LEP students have regular classroom teachers who have ESL or bilingual education certification. These findings highlight the continuing need for more training of bilingual staff to instruct students in their native language, as well as in the training of non-bilingual teachers to teach content in English to LEP students.

CHAPTER 1: INTRODUCTION

The Chapter 1 Program

Currently funded at over $7 billion per year, the Chapter 1 program represents the single largest federal investment in American elementary and secondary education. Since the passage of the Elementary and Secondary Education Act (ESEA) in 1965, over $70 billion has been distributed to local districts and schools. The distribution of Chapter 1 funds is especially broad, with more than 90 percent of districts nationwide currently receiving some of Chapter 1 funding.

Study Mandate

Prospects is the first longitudinal study of Chapter 1 since the Sustaining Effects Study of the late 1970s. The *Prospects* study was developed in compliance with the following mandate from Section 1462 of the Hawkins-Stafford Amendments to the Elementary and Secondary Education Act, Public Law 100-297:

> (a) NATIONAL LONGITUDINAL STUDY.—The Secretary shall contract with a qualified organization or agency to conduct a national longitudinal study of eligible children participating in programs under this chapter. The study shall assess the impact of participation by such children in Chapter 1 programs until they are 18 years of age. The study shall compare educational achievement of those children with significant participation in Chapter 1 programs and comparable children who did not receive Chapter 1 services. Such study shall consider the correlations between participation in programs under this chapter and academic achievement, delinquency rates, truancy, school dropout rates, employment and earnings, and enrollment in postsecondary education. The study shall be conducted throughout the country in urban, rural, and suburban areas and shall be of sufficient size and scope to assess and evaluate the effects of the program in all regions of the nation.
>
> (b) FOLLOW-UP.—The agency or organization with which the Secretary has entered a contract under subsection (a) shall conduct a follow-up of the initial survey that shall include a periodic update on the participation and achievement of a representative group of children who participated in the initial study. Such follow-up shall evaluate the effects of participation until such children are 25 years of age.

> (c) REPORT.—A final report summarizing the findings of the study shall be submitted to the appropriate committees of the Congress not later than January 1, 1997; an interim report shall be so submitted not later than January 1, 1993.

Prospects both meets a widely recognized need and provides information that can be generalized nationally to inform policymakers and program managers at the federal level. It is designed to support comparisons of educational outcomes for Chapter 1 participants *not only* to similar types of disadvantaged students who do not receive Chapter 1 services *but also* to nationally representative samples of students in the same grade cohort. Thus *Prospects* may be used as a resource to evaluate the extent to which the Chapter 1 program helps disadvantaged students attain the performance standards enunciated by the National Education Goals Panel.

For a detailed description of the full *Prospects* study, see Puma et al., 1993, *"Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, Interim Report"*.

Report Purpose, Format, and Organization

The purpose of this report is to provide descriptive data on the limited English proficient (LEP) and other language minority (LM) students served by Chapter 1. It serves as a companion piece to the *Prospects* Interim Report. Chapter 2 provides demographic descriptions of LEP and other LM students. The descriptions provide information about student gender, ethnicity, region, and urbanicity, as well as information about family income, employment status and education. Chapter 3 reports on the performance of LEP and other LM students on several measures of student performance, including standardized achievement tests, reading and math grades, and teacher judgments of students on a series of academic, social, and affective behaviors. Chapter 4 presents descriptions of the types of ESL/bilingual and regular classroom services that LEP and other LM students receive. Finally, Chapter 5 briefly reviews the major findings and discusses plans for the second year of the study.

Data Sources

Analysis of the sample design, which was developed to serve core descriptive and evaluation objectives for the *Prospects* study, indicated that the 1st and 3rd grade student samples would include too few students classified as LEP to allow for separate analyses. Thus, to increase the number of LEP students, the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) has supported the collection of data from a supplementary sample of 25 additional schools containing 1st and 3rd grade students and having high concentrations (over 25 percent) of LEP students.

In most instances, data collection activities parallel those used in the core *Prospects* sample of schools. These activities include teachers completing the Student Profile, parents completing the Parent Questionnaire, and students in the 3rd grade cohort completing the Student Questionnaire (1st grade students were considered too young to complete a self-administered questionnaire). In addition, student records were abstracted from school records. (Each of the instruments used in this data collection is described in Appendix B of the *Prospects* Interim Report, Puma, et al., 1993.)

There is one aspect of the data collection in which the LEP students and the core *Prospects* sample are treated differently. Standardized test data are generally not collected from students classified by school staff as LEP, with the exception of those students of Hispanic background considered proficient in Spanish. These students are included in the cognitive assessments only when the school staff judge them to be sufficiently proficient in either English or Spanish that standardized testing procedures will yield valid, reliable scores. To support the research objectives of the supplementary study, Spanish-speaking LEP students who have adequate Spanish language listening and reading skills are assessed with the Spanish Assessment of Basic Education (SABE), developed by CTB Macmillan/McGraw-Hill.

A search was conducted to identify cognitive assessments in any non-English languages other than Spanish. However, no test battery had been developed and normed on an appropriate national sample for any non-English languages other than Spanish. The few examples of tests that included at least some Asian languages could not be used because they were either out-dated, based on different measurement techniques, or could not support analysis of longitudinal change across grades. For this reason, cognitive tests for students who speak languages other than English or Spanish were not administered. (See Appendix B of the *Prospects* Interim Report for a further discussion of this issue.) It is important to note here that since most non-English speaking students are Hispanic, this situation does not critically affect the analysis or the generalizability of results on student performance. Additionally, other measures of student achievement, including grades and teacher judgments of academic ability and performance, were collected for all students regardless of ethnicity.

Report Methodology

This report presents descriptive information for 1st and 3rd grade students who are Limited English Proficient (LEP) or other Language Minority. Students are classified as LEP if they meet any of the following criteria:

- The school listed the student as being assigned to be instructed by an English as a Second Language (ESL) or Bilingual Education teacher for at least some portion of instruction;
- The school identified the student as being "limited in English language proficiency" for the purpose of standardized testing, regardless of whether the student actually took the test;
- The student was classified by the school as not sufficiently proficient in English to take the English-language test battery used in *Prospects*, but was identified as able to take the Spanish-language standardized test (SABE) used in this study;
- The student's school records showed evidence of the child's current participation in ESL or Bilingual Education classes or services, whether funded by Chapter 1, other federal funds, or state or local sources; or
- The student's teacher identified the child as LEP in the student profile form completed for each student (teachers were provided an appropriate definition of LEP).

Students are classified as other LM *if they are not LEP and* any of the following conditions hold in the spring 1992 data collection:

- The student's teacher identifies the child as language-minority in the student profile form;
- The student identifies himself or herself as having learned another language before English (not available for 1st grade students);
- The child's parent identifies the child as having participated in an ESL program at some point in time;
- The parent reports that a language other than English is spoken in the home; or
- The parent reports that English is spoken in the home *less than all of the time*.

A third group of students occasionally referenced in the report is English-proficient (EP) students. This term applies to any student who is categorized as fluent in English, which may or may not be the student's native language.

The characteristics that define LEP students may be of particular interest. Exhibit 1.1 displays the proportion of LEP students meeting each of the five LEP criteria noted above, as well as the share added by each criterion when moving from the narrowest to the broadest categories.[1] Only 22 percent of 1st grade LEP students are assigned to be taught by an ESL or Bilingual Education teacher. Substantially more, 42 percent, were deemed unable to complete the CTBS in English and took the SABE instead as part of this study. Over half participated in ESL or Bilingual Education instruction or were classified by their schools as LEP for the purpose of standardized testing. Teacher designation as LEP encompassed the largest group of all; 75 percent of all LEP students were so designated.

A similar pattern emerges for the 3rd grade cohort. About 17 percent of all LEP students were assigned an ESL or Bilingual Education teacher. A larger number, 24 percent, were deemed unable to complete the CTBS in English and took the SABE test instead, while more than 40 percent were designated as LEP by their schools for the purpose of standardized testing. According to school records, more than 60 percent of the LEP cohort participated in ESL or Bilingual Education instruction. In addition, 60 percent were classified as LEP by their teachers.

Results are displayed separately for two policy-relevant classifications: school poverty concentration and school LEP concentration (many of these results are displayed in Appendix A). The first classification, used extensively in the *Prospects* Interim Report, is based on the degree of concentration of economically disadvantaged students in the schools the students attend. Students were assigned to one of five categories of "school poverty concentration" in accordance with the proportion of students in their schools who were eligible for free or reduced-price school meals provided under the National School Lunch Program (NSLP). This information was collected from the survey completed by school principals in the spring of 1992. "Low poverty" schools are defined as those with less than 20 percent of their students eligible for subsidized meals. "High poverty" schools are those in which 75

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[1] The proportions shown are weighted to reflect the national population.

Exhibit 1.1

Proportion of LEP Students Meeting Each LEP Criterion, by Grade Cohort

Criterion	First Grade Cohort		Third Grade Cohort	
	Percent Meeting Criterion	Percent Added by Criterion	Percent Meeting Criterion	Percent Added by Criterion
Assigned for instruction by ESL or Bilingual Education teacher (from school records)	21.7	21.7	17.4	17.4
Took Spanish language test (SABE)	42.0	37.3	23.7	21.1
Identified by school as LEP for purpose of standardized testing	52.3	11.8	43.3	21.0
Participated in ESL or Bilingual Education (from school records)	58.8	14.0	62.7	23.1
Identified as LEP by teacher	74.8	15.2	60.2	17.4
Total		100.0		100.0

Source: *Prospects*: Student Record Abstractions and Student Profiles percent or more of their students are eligible for subsidized meals. Three intermediate categories are 20 to 34 percent, 35 to 49 percent, and 50 to 74 percent.

The second classification is based on the level of concentration of limited English proficient students in the schools the students attend. "Low LEP concentration" schools are defined as those with less than five percent of their students classified as LEP. Similarly, "High LEP concentration" schools are those in which 25 percent or more of their students are LEP. An intermediate LEP concentration level is defined as between 5 and 24 percent.

The exhibit design used in this report allows for comparisons across the different classification categories defined by the column variable, usually school poverty concentration or LEP concentration. Analyses are presented, when applicable, for both the 1st and 3rd grade cohorts in the same table. Column percentages are based on the valid number of cases (total sample size minus missing data). The percentages presented for missing data, on the other hand, are based on the total sample size.

Most exhibits also include percentages for all public school students (the cohorts of all 1st and 3rd grade students) which represent findings from the *Prospects* core sample, the same one used in the *Prospects* Interim Report. These data are included to allow for comparisons between LEP students or other LM students and the total population of 1st and 3rd grade students in public schools. However, some limitations must be placed on comparisons of this type. These groups of students are not completely independent since some proportion of LM students are also included in the core sample representing all students at each grade level. For example, 7 percent of the weighted total 1st grade students are also LEP students (255,865/3,555,521).

In some cases, differences between all students in a grade and LEP students might understate the real difference between groups. For instance, if teachers rate 30 percent of all the students in 1st grade as having good reading skills compared to 24 percent for LEP students, the difference between these two groups is somewhat understated because the group of all 1st grade students includes LEP students and overshadows potential differences. If the LEP students were excluded from the group of 1st grade students, then it is possible ratings would differ more markedly.

Another note of caution must be mentioned about interpreting the tables in the report. Small differences between groups should not be taken to represent real, substantive differences. In this report, because standard errors are not presented to help gauge the precision of these estimates, we cannot assume

assume that small differences have much meaning.[2] However, larger differences, of 10 percent or more, are more likely to reflect statistically significant differences between two groups.

The Sample

The nationally representative sample used in this report has two sources: students in the core *Prospects* sample and students from the supplemental sample of 25 high LEP concentration schools who have been identified as LM students. The supplemental sample was included in order to maximize the policy relevance of the study and therefore focused on schools where LEP students are most common. No oversampling was conducted in the 7th grade cohort because far fewer LEP students in this grade are in need of services. Further, since the *Prospects* 7th grade cohort was designed to be half the size of the 1st and 3rd grade cohorts, it would have been much more costly to develop a supplemental sample of LEP children who were in the 7th grade.

The weights constructed for this study were adjusted to compensate for this oversampling so that the weighted data still yield nationally representative estimates.[3] Exhibits 1.2 and 1.3 present the unweighted and weighted Ns for LEP and other LM students overall and for each of the two classifications school poverty and LEP concentration. As presented in Exhibit 1.2, the total unweighted LEP sample for the 1st grade cohort is 2,036 and for the 3rd grade cohort 1,691. Examining the weighted distributions, for both cohorts the largest number of students are classified as attending high poverty schools—43 percent of the 1st grade cohort and over 50 percent of the 3rd grade cohort. It is also worth noting that for the LEP sample, the largest proportion of students—69 percent of the 1st grade cohort, and 63 percent of the 3rd grade cohort—are in high LEP concentration schools. This is a direct result of the inclusion of the supplemental sample from 25 high LEP concentration schools.

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[2] Given the large number of variables used in the analysis, the computation of weighted standard errors is very time consuming and beyond the scope of this interim report.

[3] The weights were constructed to reflect the sampling design of the study. The sample was stratified by region and by level of poverty of the school. For more details describing the weighting procedures and the sampling design see the *Prospects* Interim Report (1993).

Exhibit 1.2

Unweighted and Weighted Sample Size for LEP Students by Grade Cohort: 12-Month Follow-up Study, LEP/LM Supplement

	Grade 1			Grade 3		
	Unweighted N	Weighted N	Percent Weighted N	Unweighted N	Weighted N	Percent Weighted N
Total LEP Sample	2,036	255,865	100%	1,691	169,354	100%
School Poverty Concentration:						
0-19%	38	20,156	7.9%	18	6,204	3.7%
20-34%	134	23,512	9.2%	80	17,342	10.2%
35-49%	133	17,101	6.7%	107	15,338	9.1%
50-74%	569	85,984	33.6%	484	38,224	22.6%
75-100%	1,161	108,970	42.6%	988	87,116	51.4%
Unknown	1	142	0.0%	14	5,130	3.0%
School LEP Concentration:						
0-4%	40	18,593	7.3%	36	10,770	6.4%
5-24%	294	59,959	23.4%	370	51,962	30.7%
25-100%	1,702	177,313	69.3%	1,285	106,622	63.0%

Source: *Prospects*

Exhibit 1.3

Unweighted and Weighted Sample Size for Other LM Students by Grade Cohort: 12-Month Followup Study, LEP/LM Supplement

	Grade 1			Grade 3		
	Unweighted N	Weighted N	Percent Weighted N	Unweighted N	Weighted N	Percent Weighted N
Total Other LM Sample	1,380	326,222	100.0%	1,837	286,192	100.0%
School Poverty Concentration:						
0-19%	105	60,700	18.6%	134	58,640	20.5%
20-34%	114	37,953	11.6%	136	33,935	11.9%
35-49%	137	35,062	10.7%	197	38,014	13.3%
50-74%	355	119,867	36.7%	473	75,166	26.3%
75-100%	659	69,588	21.3%	883	75,066	26.3%
Unknown	10	3,052	0.9%	14	5,371	1.9%
School LEP Concentration:						
0-4%	512	153,161	46.9%	556	142,561	49.8%
5-24%	398	116,613	35.7%	643	93,046	32.5%
25-100%	470	56,448	17.3%	638	50,584	17.7%

Source: *Prospects*

As shown in Exhibit 1.3, the unweighted total sample of other LM students for the 1st grade cohort is 1,380, and 1,837 for the 3rd grade cohort. The weighted distribution patterns for these students do not match the pattern described for the LEP sample. Only about one-quarter of the other LM students are in high poverty schools, and less than 20 percent attend high LEP concentration schools. Further, LEP students are far more likely to attend schools that have high concentrations of LEP students than other LM students. About two-thirds of LEP students in both cohorts attend such schools compared to less than 20 percent of other LM students.

Small Sample Sizes

If the unweighted number of respondents is less than 30 for a particular level of classification, the data were not reported since reliable estimates cannot be produced from such a small number of respondents. Such small sample sizes make analyses difficult to interpret due to the large standard errors associated with these estimates. This scenario is true for the 3rd grade cohort of LEP students in the low poverty classification. For example, as shown in Exhibit 1.2, there are only 18 respondents; as a result, no data are reported for that group. At the same time, there are several classification levels in which the maximum unweighted number of respondents is still small (less than 50 respondents): the low poverty category for the 1st grade cohort, and the low LEP concentration category for both the 1st and 3rd grade cohorts. In fact, for both cohorts the unweighted number of respondents for high poverty schools is much larger than for the low poverty schools. For the 1st grade cohort, the unweighted number of respondents in the high poverty category is *thirty* times larger than the low poverty level (1,161 vs. 38). This extreme imbalance exists for the 3rd grade cohort and also for both grade cohorts in the levels of LEP concentration. Thus, even though data are reported for these levels, when the valid number of respondents is 30 or more, the proportions still must be interpreted with some caution. For example, differences between low and high levels of school poverty on a particular variable would have to be very large, in the range of 15 to 20 percent, to be interpreted as substantively meaningful and statistically significant differences.

CHAPTER 2: STUDENT DEMOGRAPHICS

Demographic information about limited English proficient (LEP) and other language minority (LM) students has important implications for practice and policy, especially in how schools structure and deliver the educational services for these students to succeed in school. This chapter begins with estimates of the overall size of the LEP and other LM student populations and their distributions by concentration of school poverty and by the concentration of LEP students in the schools they attend. Next, the geographic and urban distributions of these two groups of language minority students are examined. The chapter then moves to a discussion of students' individual characteristics (e.g., gender, race/ethnicity), the characteristics of students' home environments (e.g., parents' marital status, family income, mother's education and employment), preschool education, and out of school behaviors (e.g., use of public libraries, parental assistance with homework).

School Characteristics of Language Minority Students

As shown in the third column of Exhibit 2.1A, LEP students comprise nearly 6 percent of all 3rd grade students and over 7 percent of all 1st grade students. About 9 percent of all 1st and 3rd grade students are other LM students. In both grades, LEP and other LM students are more likely than are all 1st and 3rd grade students to attend high poverty schools. About 13 percent of all 1st and 3rd grade students attend high poverty schools (defined as 75-100% poverty). However, this pattern is markedly different for LEP students; almost 43 percent of 1st grade and 51 percent of 3rd grade LEP students attend high poverty schools. The same pattern is present for other LM students, with more than 20 percent in each cohort attending high poverty schools.

Exhibit 2.1A also shows that the distribution of both groups of LM students is related to the concentration of LEP students in the school. In both the 1st grade and 3rd grade cohorts, over 60 percent of the LEP students attend schools with high concentrations of LEP students.[1] For the other LM students, fewer than one-fifth attend schools with high concentrations of LEP students.

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[1] High concentrations of LEP students means that over 25 percent of students at the school are LEP.

Exhibit 2.1A
School Poverty and School LEP Concentration by Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	All Public School Students	Other Language Minority	Limited English Proficient (LEP)
Ist Grade Cohort			
All Public School Students	100.0%	9.2%	7.2%
School Poverty Concentration			
0-19%	23.7%	18.6%	7.9%
20-34%	21.9%	11.6%	9.2%
35-49%	13.7%	10.7%	6.7%
50-74%	27.3%	36.7%	33.6%
75-100%	13.4%	21.3%	42.6%
Missing data	4.1	0.9	0.0
School Concentration of LEP Students			
0-4%		46.9%	7.3%
5-24%		35.7%	23.4%
25-100%		17.3%	69.3%
3rd Grade Cohort			
All Public School Students	100.0%	9.4%	5.6%
School Poverty Concentration			
0-19%	31.8%	20.5%	3.7%
20-34%	19.7%	11.9%	10.2%
35-49%	16.8%	13.3%	9.1%
50-74%	18.5%	26.3%	22.6%
75-100%	13.2%	26.3%	51.4%
Missing data	5.7	1.9	3.0
School Concentration of LEP Students			
0-4%		49.8%	6.4%
5-24%		32.5%	30.7%
25-100%		17.7%	63.0%
Total Weighted N			
Ist Grade	3,555,521	326,222	255,865
3rd Grade	3,042,495	286,192	169,354

Source: *Prospects*

Exhibit 2.1B presents distributions for school poverty concentration by LEP concentration, for LEP and other LM students. School poverty level and LEP concentration level are related for both grade cohorts. In the 1st grade cohort, more than one-half of LM students (whether LEP or other LM) who attend high poverty schools are also in schools with high LEP concentrations. In the 3rd grade cohort, about two-thirds of those students in high poverty schools are in schools with the highest concentration of LEP students (25-100%). Because level of school poverty and concentration of LEP are strongly related, the pattern of responses observed for school poverty and LEP concentration will be similar for many analyses described in the report.

Regional Distribution of Language Minority Students

Schools and states in different regions of the country face different instructional challenges related to large differences in the distributions of LEP and other LM students. Exhibit 2.2A shows that the largest proportions of LM students, both LEP and other LM, attend schools in the West or South. These proportions reflect the large Hispanic populations in these areas. About one-half of the LEP students in 1st and 3rd grade attend schools in the West. Additionally, about one-third of the 1st grade LEP cohort and one-quarter of the 3rd grade LEP cohort attend schools in the South. This pattern holds across all levels of school poverty.

The regional distribution for LM students in each grade is different from that of all 1st and 3rd grade students. In both grade cohorts, less than one-quarter of all students attend school in the West. At the same time, LEP and other LM students are underrepresented in the Midwest, compared to national distributions of 1st and 3rd graders. About one-fifth of all 1st and 3rd grade students attend school in the Midwest, while only about 6 percent of LEP and other LM students attend school in this region.

Exhibit 2.2A also shows the regional distribution of students by concentration of school poverty. Across both grades, about four-fifths of the LEP and other LM students in high poverty schools attend schools in either the South or the West. This contrasts with LEP and other LM students in low poverty schools[2] where only about one-half attend schools in these two regions.

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[2] Low poverty schools means that fewer than 20 percent of students at the school are eligible for subsidized school meals.

Exhibit 2.1B
School Poverty Concentration by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	Other Language Minority				Limited English Proficient (LEP)			
	School LEP Concentration				School LEP Concentration			
Levels of School Poverty	**0-4%**	**5-24%**	**25-100%**	**Total Other LM**	**0-4%**	**5-24%**	**25-100%**	**Total LEP**
1st Grade Cohort								
0-19%	36.2%	4.5%	0.0%	18.6%	64.7%	13.6%	0.0%	7.9%
20-34%	13.8%	13.4%	2.0%	11.6%	14.0%	19.8%	5.1%	9.2%
35-49%	11.2%	13.9%	3.0%	10.8%	7.7%	10.8%	5.2%	6.7%
50-74%	20.6%	54.8%	43.3%	36.7%	6.5%	35.3%	35.9%	33.6%
75-100%	16.2%	13.4%	51.7%	21.3%	6.4%	20.5%	53.9%	42.6%
Unknown	2.0%	0.0%	0.0%	0.9%	0.8%	0.0%	0.0%	0.1%
3rd Grade Cohort								
0-19%	39.0%	2.8%	0.8%	20.5%	33.6%	4.8%	0.1%	3.7%
20-34%	12.7%	14.4%	4.8%	11.9%	25.9%	22.7%	2.6%	10.2%
35-49%	14.8%	14.9%	6.0%	13.3%	22.8%	11.1%	6.7%	9.1%
50-74%	13.9%	50.3%	16.9%	26.3%	8.9%	35.3%	17.7%	22.6%
75-100%	18.0%	17.1%	66.4%	26.3%	8.8%	22.8%	69.7%	51.4%
Unknown	1.6%	0.5%	5.1%	1.9%	0.0%	3.2%	3.2%	3.0%
Total Weighted N								
1st Grade	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Exhibit 2.2A
Region by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Region	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Midwest	18.5%	7.6%	13.4%	4.5%	2.5%	7.5%	6.0%	*	27.5%	3.2%	0.0%	6.0%	6.5%
Northeast	16.8%	37.0%	33.6%	50.4%	4.0%	15.3%	21.0%	*	18.2%	29.5%	0.9%	9.6%	10.5%
South	41.0%	30.8%	30.5%	23.0%	38.0%	52.8%	37.8%	*	5.9%	1.0%	56.7%	31.9%	34.6%
West	23.8%	24.7%	22.5%	22.1%	55.6%	24.4%	35.3%	*	48.4%	66.3%	42.4%	52.5%	48.4%
3rd Grade Cohort													
Midwest	20.9%	4.6%	11.8%	5.5%	3.8%	8.0%	6.2%	*	17.6%	0.0%	0.4%	4.7%	5.8%
Northeast	20.8%	30,4%	33.2%	37.9%	5.2%	15.3%	21.1%	*	29.5%	19.4%	2.0%	12.9%	12.0%
South	36.7%	35.1%	20.9%	20.0%	63.9%	53.4%	44.0%	*	22.6%	2.4%	40.2%	23.2%	24.5%
West	21.6%	29.9%	34.0%	36.6%	27.1%	23.3%	28.7%	*	30.4%	78.3%	57.4%	59.1%	57.6%
Missing Data		1.1	5.7	5.7	7.5	9.9	7.4	*	16.0	20.7	8.2	8.5	12.8
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*

Exhibit 2.2B presents the regional distribution of students by level of LEP concentration of the schools students attend. Overall, the distribution of students in schools with the highest concentration of LEP students matches the distribution described for students in high poverty schools, with most of the language minority students attending schools in the South and West. In high concentration schools, more than two-thirds of the 3rd grade cohort and almost one-half of the 1st grade cohort attend schools in the West. The pattern is somewhat different for the other LM students, with less than one-third of these 3rd grade students, and about one-third of these 1st grade students attending schools in the West.

Urbanicity of Language Minority Students

The external factors associated with living in urban areas -- the level of violence, the level of poverty, as well as the increased access to health, educational and other supplementary programs -- can affect a child's education. Moreover, in order to plan the delivery of services to LM students, it is important to understand how these students are distributed geographically. This is especially important because urban schools have had increasing problems such as tightened budgets and large numbers of students in need of more and different types of services.

Exhibit 2.3A presents the distribution of students by the population density ("urbanicity") of the area in which they attend school. Of LEP students, 52 percent of the 1st graders and 67 percent of the 3rd graders attend urban schools. Further, very few LEP students attend rural schools; only 3 percent of the 1st grade cohort and 4 percent of the 3rd grade cohort do so. The pattern of urbanicity for LEP students contrasts sharply with that for all 1st and 3rd grade students, in which only about one-quarter of students attend urban schools. Other LM students are more evenly distributed between urban and suburban schools. Nearly one-fifth of the other LM students attend rural schools, which is a much larger proportion than for the LEP students. The distribution of other LM students differs from the distribution for all 1st and 3rd grade students. Nationally, students are more evenly distributed across the 3 levels of urbanicity, while for the other LM students, there are fewer in rural schools and more in urban schools.

The overrepresentation of language minority students in urban schools is even more dramatic among students attending high poverty schools. As Exhibit 2.3A shows, between 70 and 85 percent of

Exhibit 2.2B
Region by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Region[1]	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Midwest	18.5%	10.7%	0.1%	5.0%	6.0%	5.4%	5.7%	6.9%	6.5%
Northeast	16.8%	24.3%	23.2%	7.2%	20.9%	36.8%	18.7%	5.0%	10.5%
South	41.0%	54.5%	9.9%	50.0%	37.8%	30.8%	14.1%	41.9%	34.6%
West	23.8%	10.5%	66.8%	37.8%	35.3%	27.0%	61.5%	46.2%	48.4%
3rd Grade Cohort									
Midwest	20.9%	7.5%	4.6%	5.3%	6.2%	4.7%	11.3%	3.2%	5.8%
Northeast	20.8%	27.8%	19.4%	1.5%	21.1%	25.4%	21.3%	5.9%	12.0%
South	36.7%	49.6%	40.2%	33.3%	44.0%	24.9%	28.4%	22.5%	24.5%
West	21.6%	15.1%	35.8%	60.0%	28.7%	45.0%	39.1%	68.4%	57.6%
Missing Data		2.9	7.7	19.6	7.4	9.6	11.0	14.0	12.8
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*

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[1] A breakdown of the states included in each region is presented in Appendix B.

Exhibit 2.3A
Urbanicity by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Urbanicity	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Rural	36.2%	10.0%	38.4%	30.4%	14.9%	16.5%	19.0%	*	15.9%	5.3%	3.1%	0.6%	3.1%
Suburban	38.2%	67.7%	22.2%	18.5%	73.3%	11.9%	47.0%	*	25.8%	68.1%	67.6%	19.9%	44.7%
Urban	25.6%	22.4%	39.4%	51.2%	11.8%	71.6%	34.0%	*	58.3%	26.6%	29.3%	79.5%	52.1%
3rd Grade Cohort													
Rural	36.3%	8.0%	32.6%	20.5%	30.6%	15.5%	20.9%	*	9.9%	2.5%	8.2%	0.5%	4.3%
Suburban	36.9%	62.3%	25.0%	40.9%	48.0%	7.5%	37.0%	*	15.4%	78.7%	39.8%	14.7%	28.4%
Urban	26.8%	29.8%	42.4%	38.6%	21.5%	76.9%	42.1%	*	74.7%	18.8%	52.1%	84.9%	67.3%
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*

LEP and other LM students attend inner-city schools. Similarly, as shown in Exhibit 2.3B, high proportions of LEP and other LM students attend urban schools with high concentrations of LEP students.

Taken together, these findings indicate that language minority students attend poor schools with large numbers of non-English speaking students. This is an important policy issue in light of the new legislation that lowers the Chapter 1 schoolwide project threshold from the present level of 75 percent poverty to 50 percent. This change will make eligible a sizeable proportion of language minority students who do not now have access to Chapter 1 services.

Gender

Other LM and LEP students in both grade cohorts are equally likely to be boys and girls (Exhibits 2.4A and 2.4B). The distributions are similar to those that are observed for all 1st and 3rd grade students, with little variation across concentrations of school poverty and school concentrations of LEP students.[3]

Ethnicity/Race

Regardless of grade cohort, more than 77 percent of LEP students are Hispanic (Exhibit 2.5A).[4] This contrasts markedly with national distribution, which show Hispanic students as a much smaller proportion of total enrollment—14 percent of all 1st grade students and 12 percent of all 3rd grade students. At 41 percent, Hispanics also represent the largest group of other LM students, although the proportion is not as high as it is for LEP students.

The large proportions of Hispanic students among language minority students is particularly noticeable in schools with the highest concentrations of poor students and in schools with the highest

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[3] However, there are two subgroups, the low LEP concentration 3rd grade LEP students and the low school poverty concentration 1st grade LEP students, in which two-thirds of the group are males. It should be noted that both of these subgroups have very small sample sizes with fewer than 40 students. Thus, any inferences made about the population of students these groups represent should be made with caution.

[4] Information on student ethnicity/race was abstracted from school records. Categories included: Asian or Pacific Islander; Black, not of Hispanic origin; White, not of Hispanic origin; Hispanic; American Indian or Alaska Native; and Other.

Exhibit 2.3B
Urbanicity by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Urbanicity	All Public School Students	Other Language Minority: School LEP Concentration 0-4%	5-24%	25-100%	Total Other LM	Limited English Proficient (LEP): School LEP Concentration 0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Rural	36.2%	37.3%	4.1%	0.0%	19.0%	26.7%	5.0%	0.0%	3.1%
Suburban	38.2%	37.1%	58.1%	51.0%	47.0%	51.6%	49.9%	42.3%	44.7%
Urban	25.6%	25.5%	37.8%	49.0%	34.0%	21.8%	45.1%	57.7%	52.1%
3rd Grade Cohort									
Rural	36.3%	31.8%	13.3%	0.0%	20.9%	37.4%	5.8%	0.0%	4.3%
Suburban	36.9%	35.2%	48.7%	18.1%	37.0%	39.9%	39.3%	21.7%	28.4%
Urban	26.8%	33.0%	38.0%	81.9%	42.1%	22.8%	54.9%	78.3%	67.3%
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*

Exhibit 2.4A
Student Gender by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Student Gender	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Male	51.8%	44.1%	59.3%	50.2%	57.3%	48.0%	52.2%	64.6%	46.1%	43.8%	47.6%	51.1%	49.9%
Female	48.2%	55.9%	40.7%	49.8%	42.7%	52.1%	47.8%	35.5%	53.9%	56.2%	52.4%	49.0%	50.1%
Missing Data	12.0	0.0	1.8	0.1	7.9	19.2	7.6	19.2	13.9	11.9	6.1	5.9	8.2
3rd Grade Cohort													
Male	49.9%	47.5%	47.2%	48.4%	48.9%	51.0%	49.1%	*	48.7%	56.3%	51.8%	50.5%	50.9%
Female	50.1%	52.5%	52.8%	51.6%	51.1%	49.0%	50.9%	*	51.3%	43.7%	48.2%	49.5%	49.2%
Missing Data	8.6	2.0	2.7	2.0	5.0	12.9	6.2	*	5.7	2.6	3.9	3.2	5.3
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Abstract

Exhibit 2.4B
Student Gender by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Student Gender	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Male	51.8%	47.8%	57.4%	55.1%	52.2%	55.4%	53.7%	48.1%	49.9%
Female	48.2%	52.2%	42.7%	44.9%	47.8%	44.6%	46.3%	51.9%	50.1%
Missing Data	12.0	0.7	5.2	30.4	7.6	27.0	5.7	7.0	8.2
3rd Grade Cohort									
Male	49.9%	48.4%	50.0%	49.5%	49.1%	66.7%	54.8%	47.4%	50.9%
Female	50.1%	51.6%	50.0%	50.5%	50.9%	33.3%	45.2%	52.6%	49.2%
Missing Data	8.6	2.9	6.4	15.0	6.2	6.9	7.5	4.1	5.3
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Abstract

Exhibit 2.5A
Student Race/Ethnicity by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Student Ethnicity	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
White, Not Hispanic	65.3%	42.4%	71.9%	25.5%	15.0%	12.2%	25.8%	40.1%	11.8%	2.9%	2.9%	3.7%	6.3%
Black, Not Hispanic	15.1%	7.5%	2.4%	20.3%	16.5%	47.7%	20.6%	0.0%	0.6%	0.0%	1.9%	1.7%	1.5%
Hispanic	14.4%	20.8%	12.1%	40.3%	57.6%	36.7%	40.6%	41.6%	17.3%	69.4%	81.8%	91.6%	77.5%
Asian	2.7%	23.0%	6.3%	11.6%	2.9%	1.0%	7.1%	18.3%	64.1%	21.3%	12.9%	2.5%	13.4%
Other	2.6%	6.3%	7.3%	2.3%	8.0%	2.7%	5.8%	0.0%	6.3%	6.4%	0.7%	0.5%	1.3%
Missing Data	23.0	0.0	2.2	0.1	8.3	20.5	8.7	30.7	21.0	27.1	6.4	10.5	12.8
3rd Grade Cohort													
White, Not Hispanic	70.1%	42.5%	38.2%	20.0%	17.4%	11.2%	24.0%	*	18.9%	9.1%	3.4%	2.8%	5.6%
Black, Not Hispanic	12.4%	5.7%	4.4%	27.4%	9.3%	34.6%	16.7%	*	10.0%	0.0%	1.0%	3.4%	3.0%
Hispanic	11.8%	16.7%	31.6%	33.6%	53.7%	51.8%	40.8%	*	29.7%	69.0%	82.0%	90.0%	77.9%
Asian	3.5%	30.8%	20.8%	13.8%	10.4%	2.0%	13.7%	*	38.3%	21.2%	10.1%	3.3%	10.9%
Other	2.2%	4.3%	5.0%	5.2%	9.3%	0.5%	4.9%	*	3.2%	0.7%	3.5%	0.6%	2.6%
Missing Data	16.2	24.2	5.5	11.1	7.5	14.5	13.4	*	9.3	12.7	2.9	5.0	7.3
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Abstract

concentrations of LEP students (Exhibit 2.5B). For example, in high poverty schools, about 90 percent of the LEP students are Hispanic. In schools with high concentrations of LEP students, more than 80 percent of LEP students are Hispanic. The same pattern holds for other LM students: two-thirds of the 1st grade cohort, and four-fifths of the 3rd grade cohort in high LEP concentration schools are Hispanic.

It is also interesting to note that the relationship between school poverty and ethnicity is different for Asian and Hispanic students. For example, half of all Hispanic 1st grade LEP students are in high poverty schools compared to 8 percent of Asian 1st grade LEP students. This highlights the difficulty of generalizing about school progress across different subgroups of LEP students since there is a clear relationship between ethnicity and school poverty concentration or LEP concentration.

Family Income

The findings on family income provide profiles of income status at one point in time. However, many parents of LEP and other LM students may be recent immigrants whose current income is low. Studies have shown that within a short period of time most immigrants increase their incomes considerably. Notwithstanding these comments, LEP and other LM students appear to be considerably more economically disadvantaged than their grade level peers. While 28 percent of the 1st grade cohort and 21 percent of the 3rd grade cohort are from families with total annual incomes under $15,000, *more than one-half of LEP students in both grade cohorts are in families with incomes under $15,000* (Exhibit 2.6A). The pattern is similar, although less pronounced, for other LM students: 42 percent of 1st grade and 36 percent of the 3rd grade other LM students are from families with total annual incomes under $15,000.

As would be expected, annual family income is related to the level of school poverty (Exhibit 2.6A). In high poverty schools, two-thirds of the LEP students, regardless of grade, have annual family incomes under $15,000, compared to about a quarter of LEP students attending medium-low (20-34%) poverty schools. Similarly, schools with high LEP concentrations have large proportions of students from families with low incomes (Exhibit 2.6B). This is not surprising since many schools with high concentrations of LEP students are also high poverty schools.

Exhibit 2.5B
Student Race/Ethnicity by School LEP Concentration and Grade Cohort:
12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Student Race/Ethnicity	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
White, Not Hispanic	65.3%	40.9%	9.1%	17.5%	25.8%	35.6%	10.2%	3.0%	6.3%
Black, Not Hispanic	15.1%	31.1%	12.9%	5.1%	20.6%	5.6%	1.4%	1.2%	1.5%
Hispanic	14.4%	10.8%	71.0%	64.4%	40.6%	40.3%	73.7%	81.3%	77.5%
Asian	2.7%	7.9%	4.1%	11.8%	7.1%	15.7%	11.8%	13.8%	13.4%
Other	2.6%	9.4%	2.9%	1.3%	5.8%	2.9%	2.9%	0.8%	1.3%
Missing Data	23.0	0.9	5.9	31.6	8.7	38.7	15.1	9.4	12.8
3rd Grade Cohort									
White, Not Hispanic	70.1%	35.1%	15.9%	6.6%	24.0%	13.5%	9.7%	3.0%	5.6%
Black, Not Hispanic	12.4%	26.9%	8.6%	2.4%	16.7%	1.4%	5.5%	2.1%	3.0%
Hispanic	11.8%	16.1%	58.3%	79.5%	40.8%	43.5%	62.7%	87.9	77.9%
Asian	3.5%	14.4%	14.5%	10.4%	13.7%	37.0%	15.7%	6.3%	10.9%
Other	2.2%	7.5%	2.8%	1.2%	4.9%	4.7%	6.5%	0.6%	2.6%
Missing Data	16.2	15.2	8.9	16.4	13.4	10.7%	13.2	4.1	7.3
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Abstract

Exhibit 2.6A
Total Annual Family Income by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Total Annual Family Income	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
$0 - $4,999	8.6%	6.5%	1.1%	14.1%	22.9%	37.0%	18.4%	*	13.8%	15.4%	19.1%	20.5%	**17.4%**
$5,000 - $9,999	10.1%	2.8%	11.5%	13.5%	20.1%	18.1%	14.2%	*	4.8%	19.6%	15.5%	27.3%	**18.5%**
$10,000 - $14,999	8.7%	4.3%	14.1%	7.9%	11.1%	10.0%	9.4%	*	9.5%	16.2%	26.2%	18.1%	**18.8%**
$15,000 - $19,999	7.7%	1.5%	7.6%	7.3%	9.8%	7.7%	7.2%	*	7.4%	6.2%	10.5%	13.8%	**10.9%**
$20,000 - $34,999	26.3%	9.8%	23.1%	23.2%	18.3%	16.7%	17.5%	*	33.5%	32.2%	16.3%	15.6%	**20.8%**
$35,000 - $49,999	18.1%	23.8%	18.6%	22.7%	12.3%	8.1%	15.8%	*	22.8%	7.2%	8.4%	3.5%	**8.8%**
$50,000 +	20.7%	51.2%	23.9%	11.2%	5.6%	2.5%	17.5%	*	8.3%	3.3%	4.0%	1.3%	**5.0%**
Missing data	25.1	7.5	14.0	11.7	17.5	26.1	16.5	*	25.2	40.1	34.3	37.5	**35.4**
3rd Grade Cohort													
0 - 4,999	5.9%	1.2%	0.2%	13.6%	15.4%	29.6%	13.6%	*	16.7%	12.9%	12.7%	22.3%	**18.0%**
5,000 - 9,999	7.9%	0.9%	11.4%	14.8%	16.6%	14.9%	12.2%	*	4.4%	10.9%	17.1%	23.7%	**18.6%**
10,000 - 14,999	7.6%	4.7%	11.2%	7.4%	13.5%	13.6%	10.2%	*	5.2%	28.0%	21.7%	18.0%	**17.7%**
15,000 - 19,999	8.0%	6.3%	2.7%	11.0%	13.0%	13.9%	10.1%	*	3.4%	13.6%	10.5%	14.8%	**12.8%**
20,000 - 34,999	25.3%	24.2%	22.1%	20.9%	21.2%	19.9%	21.3%	*	26.8%	16.4%	24.9%	18.1%	**20.8%**
35,000 - 49,999	18.8%	21.1%	23.5%	16.5%	12.9%	5.8%	14.8%	*	22.5%	6.8%	8.6%	1.8%	**6.2%**
50,000 +	26.6%	41.7%	29.0%	15.9%	7.4%	2.3%	17.9%	*	20.9%	11.5%	4.4%	1.5%	**5.9%**
Missing data	28.6	12.6	11.6	15.8	22.5	25.7	19.3	*	33.9	28.3	31.9	42.7	**39.0**
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	**255,865**
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	**169,354**

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Parent Questionnaire

Exhibit 2.6B
Total Annual Family Income by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Total Annual Family Income	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
$0 - $4,999	8.6%	18.6%	20.3%	11.9%	18.4%	*	19.4%	18.4%	17.4%
$5,000 - $9,999	10.1%	10.9%	19.7%	11.2%	14.2%	*	13.2%	20.9%	18.5%
$10,000 - $14,999	8.7%	8.6%	10.9%	7.8%	9.4%	*	10.1%	23.0%	18.8%
$15,000 - $19,999	7.7%	5.4%	9.9%	6.6%	7.2%	*	11.7%	11.9%	10.9%
$20,000 - $34,999	26.3%	16.1%	17.0%	24.4%	17.5%	*	23.2%	17.3%	20.8%
$35,000 - $49,999	18.1%	16.5%	11.2%	26.4%	15.8%	*	16.8%	5.1%	8.8%
$50,000 +	20.7%	23.9%	11.0%	11.5%	17.5%	*	5.7%	3.5%	5.0%
Missing data	25.1	11.6	13.1	36.9	16.5	*	32.1	36.8	35.4
3rd Grade Cohort									
$0 - $4,999	5.9%	15.0%	11.1%	13.4%	13.6%	*	12.8%	18.7%	18.0%
$5,000 - $9,999	7.9%	10.6%	12.5%	18.4%	12.2%	*	13.7%	20.4%	18.6%
$10,000 - $14,999	7.6%	6.7%	12.8%	18.7%	10.2%	*	16.0%	20.7%	17.7%
$15,000 - $19,999	8.0%	9.2%	12.2%	9.0%	10.1%	*	9.9%	14.3%	12.8%
$20,000 - $34,999	25.3%	20.3%	21.4%	25.2%	21.3%	*	22.3%	19.9%	20.8%
$35,000 - $49,999	18.8%	15.9%	16.1%	7.5%	14.8%	*	14.4%	2.9%	6.2%
$50,000 +	26.6%	22.4%	14.0%	7.8%	17.9%	*	10.9%	3.2%	5.9%
Missing data	28.6	9.4	24.0	38.5	19.3	*	38.1	40.3	39.0
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Source *Prospects*, Parent Questionnaire

Receipt of Public Assistance

As described earlier, the families of language minority students are more likely than the families of all 1st and 3rd grade students to have low annual incomes. However, as shown in Exhibit A2.1, the pattern of receipt of public assistance is not vastly different for the two groups, although there are some small differences. In particular, the families of 1st grade LEP students are *slightly less* likely than are families of all 1st grade students to receive assistance under Aid to Families with Dependent Children (AFDC), the primary national assistance program for families with young children. As mentioned earlier, the difference may be understated because LEP students are included in the group representing all students at each grade level. However, the difference (11 percent for the total first grade cohort and 7 percent for the LEP students) is small, and, even if corrected for the lack of independence of the two groups, the magnitude of the difference would probably not approach statistical significance.

Not surprisingly, families of LM students who attend high poverty schools are more likely to receive AFDC than are families of all 1st and 3rd grade students. For example, in the 1st grade, 27 percent of families of other LM students in high poverty schools receive AFDC compared to 11 percent of all families of first graders. For the equivalent groups of 3rd grade students the corresponding figures are 18 percent and 8 percent respectively.

With regard to other forms of public assistance such as the Supplemental Security Income (SSI) program and unemployment benefits, families of LEP students are comparable to families of all 1st and 3rd grade students (Appendix A, Exhibits A2.1 and A2.2). This may indicate that the parents of these students are unable (or unwilling) to take advantage of available public assistance programs. One possible explanation may be that parents of some LEP students are not proficient in English and cannot read or understand information they are given about these programs. There is some evidence to suggest this may be the case. In high poverty schools, ten percent of the families of LEP students receive AFDC, compared to 27 percent of the families of other LM students. It is reasonable to assume that families of other LM students are more proficient in English than families of LEP students.

In summary, LM families have lower incomes than families of all 1st and 3rd grade students, yet they receive roughly comparable amounts of public assistance. This suggests that perhaps their limited proficiency in the English language, their relative unfamiliarity with the public assistance system, and in some cases, their citizenship status, may make it more difficult for LM parents to access these resources.

Mothers' Education

Mothers whose educational attainment is low often have difficulty fostering their children's educational growth and development. Mothers of LM students are less likely to have obtained a high school education (or equivalent) than the mothers of 1st and 3rd grade students in general (Appendix A, Exhibit A2.3). About 13 percent of students in the national 1st grade cohort and 11 percent in the 3rd grade cohort have mothers who did *not* attain a high school diploma. In contrast, about 50 percent of the mothers of LEP students in both grades and about 25 percent of the mothers of other LM students did not complete their high school education.

This pattern of maternal educational attainment is also related to the poverty level and LEP concentration level of schools. For both LEP and other LM students, those attending higher poverty schools are much more likely to have mothers who have not obtained a high school degree than all students in 1st and 3rd grades. For example, about 57 percent of the mothers of 1st grade LEP students in high poverty schools, and 68 percent of the mothers of 3rd grade LEP students in high poverty schools do not have a high school diploma, compared to 13 percent and 11 percent of all students' mothers. However, there are differences in educational attainment between mothers of LEP students and mothers of other LM students. In both grades, a larger percentage of mothers of LEP students have not obtained a high school diploma than mothers of other LM students (50% vs. 25%).

The same patterns are present for LM students in schools with high concentrations of LEP students (Appendix A, Exhibit A2.4). About half of the mothers of LM children in high LEP concentration schools, for both grade cohorts, did not attain a high school diploma. Again, this is not surprising because of the positive relationship between school poverty and level of LEP concentration.

Mothers' Employment

Parental employment can reduce the likelihood that students will suffer the negative consequences of poverty, but employment may have a negative effect on parent-child relationships and opportunities for learning at home. Rates of full-time employment for the mothers of LEP and other LM students in both grade cohorts are generally similar to those for all mothers of 1st and 3rd grade students. In some cases, the percentages are slightly lower for the mothers of language minority students, but the differences, often less than 5 percent, are too small to be meaningful (Appendix A, Exhibit A2.5).

In high poverty schools, a smaller proportion of mothers of LEP and other LM students work full- or part-time outside the home than mothers of all students in 1st and 3rd grades. About one-half of the mothers of LEP students in 1st or 3rd grade at high poverty schools work full- or part-time, compared to 62 percent for mothers of all 1st graders and 70 percent for mothers of all 3rd graders.

In the 1st grade LEP cohort, the proportion of mothers who work full- or part-time does not vary across different levels of school poverty. However, in the 3rd grade cohort, mothers of LEP students in high poverty schools are somewhat less likely than their counterparts in lower poverty schools to be working full- or part-time. For instance, about four-fifths of mothers whose LEP children attend medium low poverty schools (20-34%) are working full- or part-time, compared to about half in high poverty schools.

There is no clear relationship between maternal employment and concentration of LEP students in the school for either LEP students or other LM students (Appendix A, Exhibit A2.6). Although there are some differences in proportions, they are not large enough to provide reliable estimates of real differences between levels.

Parents' Marital Status

The presence of two parents in the child's home may reduce the incidence of poverty by increasing employment opportunities, and increase the child's socio-emotional and cognitive development. About four-fifths of all 1st and 3rd grade students live with parents who are married (or living in marriage-like relationships) (Appendix A, Exhibits A2.7 and A2.8). The marital status of parents of both groups of LM students is roughly similar to that for parents of all 1st and 3rd grade students. However, in high poverty schools, 82 percent of mothers of 1st grade LEP students are married (or living in a marriage-like relationship), compared to about 55 percent of mothers of other LM students. The same pattern holds for mothers of 3rd grade LM students in high poverty schools (76% vs. 62%).

Parents' English Proficiency

Parents were also asked to assess their own proficiency in English. Separate questions were asked about their ability to understand spoken English, to speak the language, to read English, and to write English. The parents of about three-fourths of all 1st and 3rd grade students report understanding, speaking, reading, and writing English very well. As expected, parents of LEP students report much lower levels of English fluency (Appendix A, Exhibits A2.9 and A2.10). For example, among parents of 1st grade LEP students, fewer than one-third indicated that they possessed very good skills in any of these areas. Similarly, for parents of 3rd grade cohort LEP students, only about one-quarter described their proficiencies in English as very good. Not surprisingly, parents of other LM students were more positive in reporting their English skills and generally responded in a manner that corresponded to parents of all 1st and 3rd grade students. This makes sense, since parents of other LM students presumably have more experience with the English language.

Children of parents with limited proficiency in English were more likely to attend high poverty schools with high concentrations of LEP students. Parents of LEP students in high poverty schools and in schools with the highest concentrations of LEP students are somewhat *less* likely to rate themselves very high on their English proficiency skills. For instance, among parents of 1st grade LEP students at schools with high poverty concentration, only 23 percent say they understand spoken English very well. For all other poverty groups the corresponding percent is 34 percent or more.

Use of Spoken English at Home

As expected, the parents of LEP students, and to a lesser extent the parents of other LM students, are less likely than parents of all 1st and 3rd grade students to regularly speak English at home (Appendix A, Exhibits A2.11 and A2.12). For example, 37 percent of the parents of 1st grade LEP students, and 40 percent of the parents of LEP 3rd grade students reported that they hardly ever or never speak English at home. In contrast, this is true for only about 9 percent of the parents of students in either the 1st or 3rd grade cohorts.

Parents of LEP students who attend high poverty or high LEP concentration schools use spoken English less regularly than parents in lower poverty and LEP concentration schools. For instance, 51 percent of the parents of 1st grade LEP students in high poverty schools report that they hardly ever or never use spoken English at home, compared to 15 percent of the parents whose children attend medium-low poverty schools (20-34%). The same pattern of use of spoken English holds for parents of 3rd grade LEP students, with corresponding values of 46 percent (high poverty) and 25 percent (medium-low poverty). Furthermore, in schools with high concentrations of LEP students, only 15 percent of parents of 1st grade LEP students use spoken English always or most of the time, compared to 39 percent for parents of LEP students attending schools with medium levels of LEP students (5-24%).

As one might expect, across both grades, parents of other LM students are also less likely to always use spoken English than all parents of 1st and 3rd grade students (e.g., 50% vs. 65% in the 1st grade cohort; and 42% vs. 65% in the 3rd grade cohort).

Preschool and Kindergarten Attendance for Language Minority Students

There is widespread consensus on the importance of early childhood education, especially for disadvantaged children (Lazar and Darlington, 1982; Berrueta-Clement, et al., 1984). To examine the extent to which students are receiving the benefits of such early intervention, data were collected from multiple sources including school records, parents, and students (not for 1st grade students). These data are derived from the sources judged to provide the most accurate estimates of preschool and kindergarten attendance.

Like all 1st and 3rd grade students, virtually all LEP and other LM students, in both grades, attended some type of preschool (Appendix A, Exhibits A2.13 and A2.14). This finding is true across all levels of both school poverty and LEP concentration. However, there were some differences between LEP and other LM students in the types of preschool programs they attended. For instance, about 10 percent of LEP students attended a program at a day care center, compared to more than 20 percent of other LM students. In addition, 1st grade LEP students were less likely than other LM students to attend Head Start programs (13% vs. to 27%).

With regard to kindergarten attendance, LEP students in the 3rd grade cohort are somewhat less likely to have attended a kindergarten than are all 3rd grade students (81% vs. 95%). For the other LM students, the percentage attending kindergarten is similar to that reported for all 3rd grade students, about 95 percent (Appendix A, Exhibit A2.13).

The percentage of LM students attending kindergarten does not vary by the level of school poverty or level of LEP concentration. At each level of school poverty, most LM students attended kindergarten. There are percentage differences between low and high poverty schools; for instance, 97 percent of other LM students in low poverty schools, and 85 percent in high poverty schools, attend kindergarten. But as discussed in Chapter 1, these differences are probably not large enough to represent a real difference in the population groups of students.

Out-of-School Behaviors

Parents were asked a series of questions about their child's behavior outside of school. In addition, 3rd grade students completed a questionnaire about their out-of-school activities.

Parent Reading To or With Child

Parents were asked about the extent to which they read to or with their child at home. Parents of 1st grade LEP and other LM students read to their children with the same frequency reported by parents of all 1st grade students (Appendix A, Exhibits A2.15 and A2.16). Almost 50 percent of 1st graders in both groups are read to every day, according to their parents.

It is interesting to note that this parent-child interaction changes for 3rd grade students in the population, with only 17 percent of all students being read to by their parents on a daily basis. Parents of LEP students and other LM students read to their 3rd grade children slightly more frequently. The parents of 24 percent of 3rd grade LEP students and 23 percent of other LM students report reading to their children every day.

Across both grades, there are no consistent relationships between parental reading and levels of school poverty or LEP concentration of a child's school.

Parental Help with Homework

Parents were also asked about how often they help their child with homework. Parents of 1st grade LM students reported helping their child at about the same frequency as parents of all children in the 1st grade. More than 70 percent of 1st grade LM students and 65 percent of all 1st grade students receive help from parents on a daily basis (Appendix A, Exhibit A2.17). Parents of 3rd grade students, whether LM or not, are less likely than their counterparts in 1st grade to help with homework on a daily basis. Almost one-half of LM students receive help daily, about the same frequency reported for all 3rd grade students.

There were few variations across levels of school poverty or LEP concentration in the frequency with which parents helped their child with homework (Appendix A, Exhibit A2.18). However, 3rd grade LEP students in high poverty schools were more likely to receive parental help on a daily basis than students in lower poverty schools. About 56 percent of 3rd grade LEP students in high poverty schools received help daily, compared to 35 percent of students in medium-low poverty schools (20-34%).

Student Reported Reading Outside of School

When 3rd grade students were asked about the extent to which they read outside of school, about one-half of all 3rd graders and other LM students reported reading every day, compared to 42 percent of LEP students (Appendix A, Exhibits A2.19 and A2.20). There was no variation in student reported reading across levels of school poverty or levels of LEP concentration, except that 62 percent of other LM students in the lowest poverty schools reported that they read every day compared to just over 40 percent of other LM students in higher poverty schools.

Student Reported Use of Public Library

At least one-quarter of LEP and other LM students use public libraries once a week, while 17 percent of all public school students do so (Appendix A, Exhibits A2.21 and A2.22). Use of public libraries does not differ widely with school poverty level or LEP concentration, although the number of LM students who never use libraries varies with school poverty level. Thirty-one percent of those other LM students attending the highest poverty schools reported never using a public library, while only 10 percent of other LM students in the lowest poverty schools never use libraries. The reverse is true among LEP students, with more LEP students in lower poverty schools than in the higher poverty schools never using a library (47% vs. 31%).

Student Reported Television Viewing

Third grade student reports show that the frequency of television viewing for LM students is very similar to that of all students in the 3rd grade. About 37 percent of all 3rd graders report watching television for more than 2 hours every day, compared to 31 percent of LEP students and 42 percent of other LM students (Appendix A, Exhibits A2.23 and A2.24). There is no consistent variation in student reported television viewing across levels of school poverty or levels of LEP concentration.

Student Reported Out-of-School Activities

Third grade students were asked about their participation in a number of out-of-school activities. These included: scouting, church youth groups, community youth groups, community team sports, and clubs. This survey revealed that participation by LM students in most community activities closely resembles the patterns of all 3rd grade students (Appendix A, Exhibits A2.25 and A2.26). LEP and other LM students were less likely than all students combined to participate in scouting (15% and 17% vs. 29%) and in community team sports (24% and 34% vs. 43%). The only noticeable variation by school poverty concentration occurred in the participation of other LM students in clubs. Seventeen percent of other LM students in the lowest poverty schools participated in clubs, but almost 30 percent of LM students in the highest poverty schools joined clubs. This higher rate might reflect the higher concentrations of LEP students in these schools and, perhaps, a prevalence of clubs to serve them. (This conclusion may not be valid, however, as the participation of LEP students does not seem to follow a similar pattern.)

Time Spent Alone After School

LM students reported spending roughly the same quantities of time alone as all 3rd grade public school students (Appendix A, Exhibits A2.27 and A2.28). It is interesting to note that 7 percent of all public school 3rd graders spend more than 3 hours per day alone after school (as do 14 percent of all LEP students and 11 percent of other LM students).

Summary of Out-of-School Behaviors

In summary, the parent and child reports of out-of-school behaviors indicate that overall, LM students resemble all public school students at these grades in the amount of help and reading their parents provide, and their television viewing, their reading out of school, their participation in some community activities (church or community youth groups and clubs) and their time spent alone. LEP students and other LM students in the 3rd grade are somewhat less likely to participate in scouting or community team sports and are more likely to report having never been to the library than are all 3rd grade students. In addition, 3rd grade LEP students are less likely to report that they read every day than are 3rd grade students in general. Small variations occur among LM students in schools of different poverty levels, but such differences may reflect disparities in the quality or the accessibility of out of home activities rather than a difference in child behaviors or preferences.

Conclusion

The student demographics findings present a picture of both the characteristics of LM students and the diverse obstacles they face. As discussed below, LM students as a group have a distinctive geographic distribution, ethnic composition, and family profile, although their activities closely resemble those of other students. When compared with all 1st and 3rd grade students, LM students are also more likely to live in low-income families, to attend high poverty schools, and to have mothers with low education levels.

The geographic distribution of LM students differs from that of all public school students, with LM students being concentrated in the South and the West. A majority of LEP students attend urban schools (with high concentrations of LEP students) and LM students are more likely to be in an urban school than all 1st and 3rd grade students. There is also a strong propensity for LM students to attend high poverty schools. These results support claims that language minority students frequently attend poor, urban schools, often with large numbers of other non-English speaking students.

The racial and ethnic composition of LM students varies significantly from that of national patterns. Hispanic students, for example, are overrepresented among LM students, particularly in poor schools and in schools with high concentrations of LEP students. Ethnicity is also correlated with school demographics. One clear example is that Asian LEP students are more likely to attend low poverty schools, while Hispanic students more frequently attend high poverty schools.

The characteristics of families of LM students also diverge from findings for families of all 1st and 3rd graders. Indeed, many of the ways in which these families differ may affect the educational and developmental outcomes for their children. First, LM families are more economically disadvantaged than families of all students in public schools. Second, parents of LEP and other LM students often have attained low levels of educational achievement. Students attending high poverty schools and schools with high LEP concentrations are most likely to have mothers who have not completed high school. Third, parental unemployment, which can result in negative outcomes for students, is also common among families of LM students. Among students attending high poverty schools, LM students are less likely to have mothers who work full- or part-time than all 1st and 3rd grade students in public schools. Fourth, LEP parents often have only limited proficiency in English and high percentages rarely speak English at home. Finally, parents of LEP students are also less likely to send their children to kindergarten than all families of 1st and 3rd graders.

CHAPTER 3: STUDENT PERFORMANCE

Data on the educational attainment of limited English proficient (LEP) and other language minority (LM) students are essential for determining the extent to which federal, state and local policies and programs are effective. This chapter focuses on several measures of student performance for LEP and other LM students. These include standardized achievement tests, school grades in reading and math, teacher judgments of student ability and performance, student self-assessments of their ability in reading and math, teacher judgments of student affective and behavioral characteristics, and measures of factors which may inhibit student learning (e.g., absenteeism, tardiness, grade retention, and student and family problems). Achievement test data are reported for two years while other outcomes are for one year only.

Having multiple indicators of student performance is a major strength of this study. No single indicator can capture all dimensions of academic performance. In this study we can look across multiple indicators. If multiple indicators provide the same results then we can be more confident about such findings.

Standardized Achievement Tests

One measure of student achievement collected by *Prospects* is based on data derived from the administration of the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS/4). For LEP students who were judged by school staff as unable to be tested in English but who had adequate Spanish language proficiency, testing was done using the Spanish Assessment of Basic Education (SABE) developed by CTB Macmillan/McGraw-Hill. The SABE is comparable in content, coverage and structure to the CTBS/4.[1]

It should also be noted that while students in the 1st and 3rd grades were tested as part of the *Prospects* data collection, only data on 3rd grade students are reported here. This is because 1st grade students were tested in the Fall of 1991 and again in the Spring of 1992, resulting in a gain score based on less than 12 months. In contrast, 3rd grade students were tested in the Spring of 1991 and in the Spring of 1992.

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[1] For a detailed description of the tests and issues related to their reliability see Puma et al. *Prospects*: The Congressionally Mandated Study of Educational Opportunity and Growth—Interim Report, June 1993.

Before presenting the results of these norm-referenced tests, it is important to determine the extent to which language minority students were able to be tested. These data are useful when interpreting the test results and provide some important information about the validity of school-based standardized testing programs for LM students. In particular, the data provide baselines for the cohorts of LEP students who are administered standardized achievement tests. Such information is important in light of the current interest in outcome-based accountability and the concern that LEP students and programs that serve them, if not tested, might be excluded from accountability.

Ability to be Tested

Exhibit 3.1 displays students' CTBS/SABE 1992 testing status for LEP, other LM, and English proficient students (EP). For 1st and 3rd grade students, more than 75 percent of English proficient (EP) students and other LM students were tested using the CTBS, indicating they were proficient in English. Not surprisingly, the profile of the testing status of LEP students is markedly different. Large proportions of LEP students were unable to take the CTBS because they did not have sufficient English language skills. Only 36 percent of the 1st grade and 45 percent of the 3rd grade LEP students took the CTBS. Many of these LEP students were, however, able to take the SABE. Overall, then, about 73 percent of the LEP students in each of the grades were tested in one of the two standardized achievement tests. This still means that more than 27 percent of LEP students were not administered any standardized achievement test in reading and mathematics (either the CTBS or the SABE). Most of those LEP students not tested, lacked the language skill to be accurately assessed using either the CTBS or SABE. These were LEP students whose native language is something other than Spanish.

Reading and Math Achievement

Exhibits 3.2A and 3.2B present mean percentile scores in reading and math for the 3rd grade cohort for 1991 and 1992.[2] LEP students and other LM students obtained lower mean percentile scores

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[2] Because percentile rank intervals are unequal, they are not suitable for computing statistics such as means and standard deviations. Hence, mean percentile scores were derived via a non-linear transformation of mean NCE scores. Specifically, mean NCE scores were first converted to a z-scores as follows: z=(mean NCE-50)/21.06. The NCE scale has a mean of 50 and a standard deviation of 21.06. These z-scores were then converted to corresponding percentile ranks using a normal probability table.

Exhibit 3.1
CTBS/SABE 1992 Testing Status for LEP, Other LM and English Proficient (EP) Students by Grade Cohort: 12-Month Followup, LEP/LM Supplement
(weighted column percentages)

Testing Status	Grade 1 Cohort			Grade 3 Cohort		
	Other LM	LEP	EP	Other LM	LEP	EP
Percentage Tested on the CTBS	79.8%	35.6%	81.8%	85.6%	45.4%	77.7%
Percentage Tested on the SABE	0.0%	36.8%	0.0%	0.0%	27.2%	0.0%
Percentage Not-tested	20.2%	27.6%	18.2%	14.4%	27.4%	22.3%
Reasons for no testing:						
Absent	14.9%	6.3%	11.9%	9.1%	4.3%	13.4%
Disabled	3.4%	3.5%	2.2%	3.6%	4.7%	3.9%
Language problem	0.0%	17.6%	0.0%	0.0%	18.4%	0.0%
Parents refusal	0.7%	0.2%	1.6%	0.9%	0.0%	2.7%
Student refusal	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Student withdrawal	1.3%	0.2%	2.4%	0.8%	0.0%	1.9%
Total Weighted N	326,222	255,865	2,994,442	286,192	169,354	2,488,480

Source: *Prospects*

Exhibit 3.2A
Mean Percentiles in Reading and Math for 1991, 1992, and One-Year Gains for the 3rd Grade Cohort by School Poverty Concentration: 12-Month Followup, LEP/LM Supplement
(weighted means)

Mean Percentile	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
Total Reading: CTBS													
1991	56.4%[1]	57.9%	56.1%	45.7%	43.7%	26.9%	44.2%	*	44.5%	*	28.4%	15.5%	24.8%
1992	56.4%	64.2%	59.1%	46.1%	38.8%	25.9%	44.5%	*	52.5%	*	25.6%	16.3%	26.3%
One-Year Gain	0.0%	6.2%	3.0%	0.4%	-5.0%	-1.0%	0.3%	*	8.0%	*	-2.8%	0.9%	1.6%
Total Reading: SABE**													
1991								*	*	*	52.7%	39.4%	41.1%
1992								*	*	*	21.6%	31.6%	30.0%
One-Year Gain								*	*	*	-31.1%	-7.8%	-11.1%
Total Math: CTBS													
1991	56.8%	68.0%	62.0%	48.3%	50.2%	30.6%	50.1%	*	58.1%	*	39.6%	22.2%	35.2%
1992	54.5%	71.1%	60.7%	50.2%	41.5%	28.6%	47.9%	*	58.3%	*	29.1%	19.6%	30.7%
One-Year Gain	-2.2%	3.1%	-1.3%	1.9%	-8.7%	-2.0%	-2.2%	*	0.2%	*	-10.5%	-2.6%	-4.5%
Total Math: SABE**													
1991								*	*	*	34.2%	32.6%	32.1%
1992								*	*	*	27.2%	37.6%	35.8%
One-Year Gain								*	*	*	-7.0%	5.0%	3.7%
Total Weighted N 3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

** Only LEP students took SABE.

[1] Note that the weighted mean percentiles for all public school students are not at the 50th percentile, as one might expect. There are several possible explanations. First, the *Prospects* population is not strictly comparable to the norm-referenced population. The norm-referenced sample includes both public and private school students, whereas the Prospects sample is restricted to students in public schools. Second, the CTBS norms were established 1988, while the *Prospects* weighted mean percentiles were derived from tests conducted in 1992. Third, a portion of the difference may be related to sampling variability. (See Appendix C for additional information about the tests).

Source: *Prospects*

Exhibit 3.2B
Mean Percentiles in Reading and Math for 1991, 1992, and One-Year Gains for the 3rd Grade Cohort by School LEP Concentration: 12-Month Followup, LEP/LM Supplement (weighted means)

		Other Language Minority				**Limited English Proficient (LEP)**			
		School LEP Concentration				**School LEP Concentration**			
Mean Percentile	**All Public School Students**	**0-4%**	**5-24%**	**25-100%**	**Total Other LM**	**0-4%**	**5-24%**	**25-100%**	**Total LEP**
3rd Grade Cohort									
Total Reading: CTBS									
1991	56.4%[3]	48.5%	43.7%	30.6%	44.2%	*	28.1%	20.9%	**24.8%**
1992	56.4%	51.4%	40.4%	30.1%	44.5%	*	30.0%	20.6%	**26.3%**
One-Year Gain	0.0%	2.9%	-3.3%	-0.4%	0.3%	*	1.9%	-0.3%	**1.6%**
Total Reading: SABE**									
1991						*	44.7%	40.8%	**41.1%**
1992						*	34.6%	29.6%	**30.0%**
One-Year Gain						*	-10.1%	-11.2%	**-11.1%**
Total Math: CTBS									
1991	56.8%	53.2%	52.1%	35.5%	50.1%	*	40.5%	29.7%	**35.2%**
1992	54.5%	53.3%	46.4%	33.4%	47.9%	*	33.8%	26.3%	**30.7%**
One-Year Gain	-2.2%	0.1%	-5.6%	-2.0%	-2.2%	*	-6.7%	-3.4%	**-4.5%**
Total Math: SABE									
1991						*	32.8%	32.0%	**32.1%**
1992						*	27.4%	36.6%	**35.8%**
One-Year Gain						*	-5.4%	4.6%	**3.7%**
Total Weighted N 3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354[4]

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

** Only LEP students took SABE.

[3] Note that the weighted mean percentiles for all public school students are not at the 50th percentile, as one might expect. There are several possible explanations. First, the *Prospects* population is not strictly comparable to the norm-referenced population. The norm-referenced sample includes both public and private school students, whereas the Prospects sample is restricted to students in public schools. Second, the CTBS norms were established 1988, while the *Prospects* weighted mean percentiles were derived from tests conducted in 1992. Third, a portion of the difference may be related to sampling variability. (See Appendix C for additional information about the tests)

Source: *Prospects*

in reading and math than all 3rd grade public school students, with the larger differences in reading rather than in math scores. These larger differences in mean reading scores reflect the fact that reading tests are more language-dependent than are math tests.

LEP and other LM students in high poverty and high LEP concentration schools, on average, scored lower than students in schools with lower levels of poverty and LEP concentration. In terms of one-year gains, both LEP and other LM students obtained minimal gains in reading and slight decreases in math. However, interpretations of these gain scores should be done with caution (See *Prospects*: Interim Report, 1993).

In 1992, the LEP students who took the SABE rather than the CTBS scored, on average, at the 30th percentile in reading, compared to the 41st percentile in 1991, a decrease in mean reading level of 11 percentiles (Exhibits 3.2A and 3.2B). This decrease may be a result of the fact that most of the instruction the LEP students receive is in English and this will not necessarily translate into gains on a Spanish test of achievement.

In math, LEP students who took the SABE showed a gain in the mean percentile score, from the 32nd percentile in 1991 to the 36th percentile in 1992. Again, the reader is cautioned against over-interpreting these one-year gain scores.

Student Grades

Student grades, obtained from school records, are another measure of student achievement in reading and math. Before discussing these results it is important to mention that inferences about achievement based only on grades should be made with caution. In the *Prospects* study, grades of students in high poverty schools were found to be inflated when compared to their performance on a standardized test (CTBS). For instance, a 7th grade student who received an 'A' in reading in a high poverty school, scored on average, only at the 36th percentile, compared to the 81st percentile obtained by his/her counterpart in a low poverty school. In this study, while the sample size is not large enough to compute comparable statistics for students in low poverty schools, there is still evidence of grade inflation in high poverty schools. An 'A' student in a high poverty school scored, on average, only at the 37th percentile in reading and the 46th percentile in math. It may be that teachers in high poverty schools grade students' performance relative to their peers in the class or school. Or, it may be that teachers are trying to motivate their students by having them experience the success associated with high grades.

Notwithstanding the limitation discussed above, the profiles of student grades in reading indicate that only 12 percent of 3rd grade LEP students received a grade of excellent in reading, compared to 30 percent for all 3rd grade public school students (Appendix A, Exhibits A3.1 and A3.2). LEP students in 1st grade obtained a reading grade profile that was very similar to that of all 1st grade public school students, although a slightly smaller proportion obtained a rating of excellent (24 percent vs. 30 percent). In both grade cohorts the other LM students received reading grades that match those received by all public school students.

The patterns of math grades received by other LM students are similar to the patterns of reading grades obtained from all 1st and 3rd grade students (Appendix A, Exhibits A3.3 and A3.4). More than 35 percent of all 1st grade students and about 31 percent of all 3rd grade students received an excellent grade in math. In contrast, only 27 percent of 1st grade LEP students and 15 percent of 3rd grade LEP students obtained an excellent grade. The other LM students in both grade cohorts obtained math grade profiles that match the grades obtained by all 1st and 3rd grade public school students. In both grade cohorts there are no clear relationships between the reading or math grades LM students received and the levels of poverty or LEP concentration of the schools they attend.

To review, the findings on student performance discussed thus far (scores on standardized tests and grades) taken separately, cannot support very strong inferences because of limitations associated with each measure. However, taken together, even in the face of these limitations, the two findings support one another in the conclusion that in reading and math, LEP students do not perform as well as their grade peers.

Teacher Judgments of Ability and Achievement

As noted earlier, a strength of this study is the availability of multiple measures of student performance. A third measure of student performance is based on teachers' judgments about students' "overall ability to perform in school," and their "overall achievement in school." Teachers were also asked to judge each student's specific competence in reading and math (Appendix A, Exhibits A3.5 and A3.6).

LEP students in 3rd grade were markedly *less* likely than 3rd grade students overall, to be judged by their teachers as highly able to perform in school (24 percent compared to 40 percent). In both grade cohorts, the pattern of results for other LM students is similar to the results obtained by all public school students. For instance in 1st grade, 36 percent of the other LM students and 39 percent of all 1st grade students were judged as highly able to perform in school.

Teacher judgments of students' overall achievement in school indicate that about one-third of all 1st and 3rd grade cohort students were judged to be "above average." Across both grades, LEP students were *less* likely than all students in the two grades to be judged above average, although again the contrast is strongest between 3rd grade LEP students and all 3rd grade students (16 percent vs. 35 percent). At the 1st grade level, 24 percent of LEP students were rated above average, compared to about 34 percent for the total number of 1st graders in public school.

On both of these teacher judgments, overall ability to perform in school and overall achievement, the pattern of results for other LM students in both grade cohorts is very similar to the results obtained from all students in 1st and 3rd grade. Their proportions are slightly less than those obtained from all students, but clearly not of the magnitude to signify meaningful differences.

Further, in both grades, teacher judgments of LEP and other LM students' overall ability to perform and overall achievement did not vary consistently across levels of school poverty and levels of LEP concentration.

LEP students were *less* likely to be judged by their teachers as achieving above grade level in reading and math than were all public school students. This pattern is particularly strong in the 3rd grade cohort where only 12 percent of LEP students are judged as performing above grade level in reading compared to 32 percent of all 3rd grade students. In math, the corresponding results are 13 percent for 3rd grade LEP students compared to 25 percent for all 3rd grade students. The results for the 1st grade cohort are similar for reading and overall achievement, but the magnitude of the differences between LEP students and all students is considerably smaller. As an example, about 16 percent of the 1st grade LEP students were rated above grade level in reading, compared to about 25 percent of all 1st grade students. Overall, other LM students in both grade cohorts are just as likely to be performing above grade level in reading and math as are all public school students. Across levels of school poverty and LEP concentration, there are no consistent patterns to the results obtained by LEP students at either of the grade levels. However, across both grades, higher proportions of other LM students in low poverty schools are rated above grade in reading than are students in high poverty schools. For example, 34 percent of 1st grade other LM students in low poverty schools were judged as above grade level in reading, compared to only 16 percent in high poverty schools.

In summary, teacher ratings of LEP students' performance are lower than those of the total cohort of students on four measures:

- percent of students rated high in overall ability to perform;
- percent of students reading above average in overall achievement;
- percent of students reading above grade level; and
- percent of students above grade level in math.

On overall ability to perform and on overall achievement, students in the 1st and 3rd grade obtain similar ratings, with between 34% and 40% of students judged to be above average. Whereas nearly the same proportion of 1st grade LEP students are rated high on overall ability, the proportion drops in the 3rd grade to just under 25 percent (Exhibit 3.3).

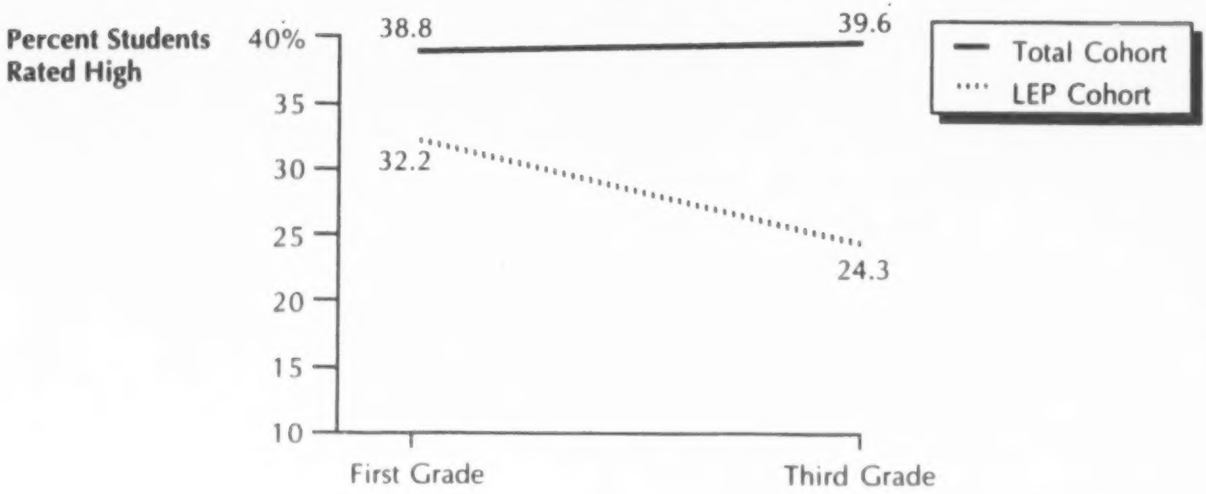
On the second measure of overall achievement, the proportion of 1st grade LEP students rated above average is somewhat lower than the total cohort (24.1% vs 33.8%), and then drops from the 1st grade to the 3rd grade (from 24.1% to 15.6%).

As shown in Exhibit 3.4, when teachers rated students specifically on reading and mathematics achievement, a slightly larger proportion of the total cohort is performing above average in the 3rd grade than in the 1st grade (32% vs 25% in reading; 25% vs 19% in mathematics). On the other hand, the proportion of LEP students rated above grade level does not change much from 1st to 3rd grade (from 16% to 12% in reading; from 16% to 13% in mathematics). Thus, a slightly larger proportion of all students is acquiring reading and mathematics skills, while the same proportion of LEP students is acquiring the skills in 3rd grade as in the 1st grade. The larger gap in skills achievement is in reading (20.5% difference for 3rd grade students) than in mathematics (11.4% difference), but that may be a result of the fact that neither the total cohort nor the LEP cohort are doing particularly well in math (24.8% and 13.4% above average, respectively).

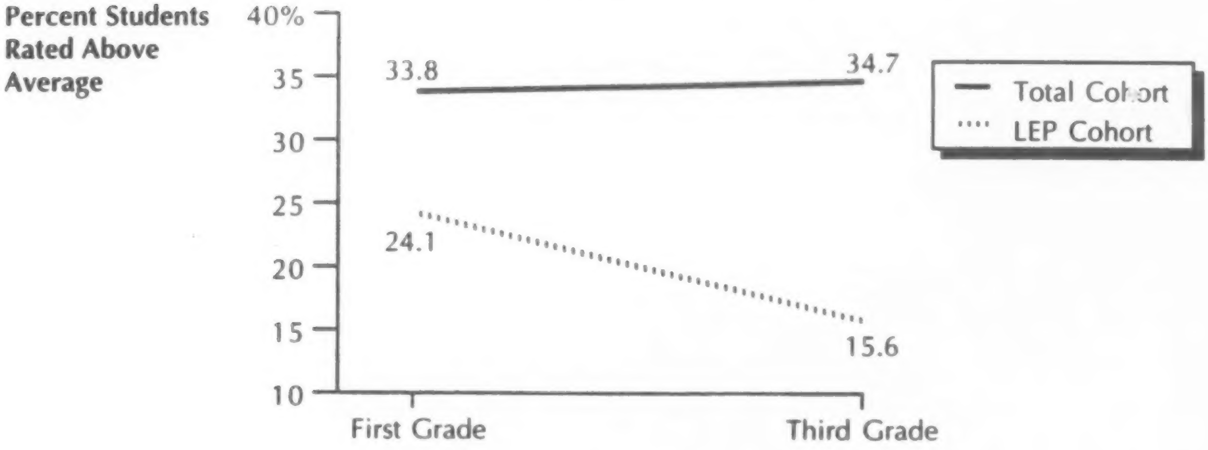
Exhibit 3.3

Teacher Views of Overall Academic Ability and Achievement

Overall Academic Ability



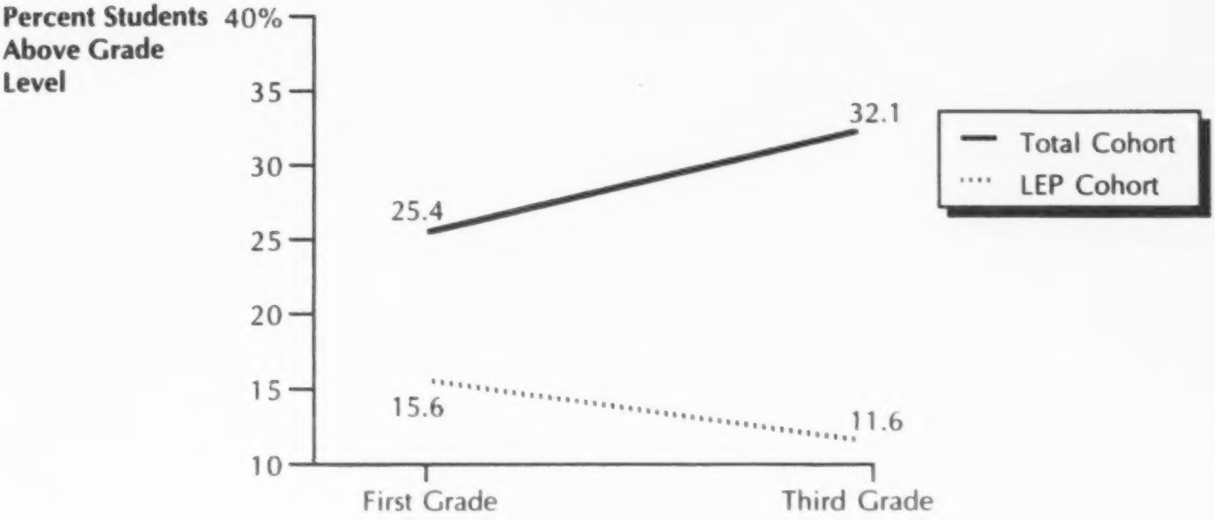
Overall Academic Achievement



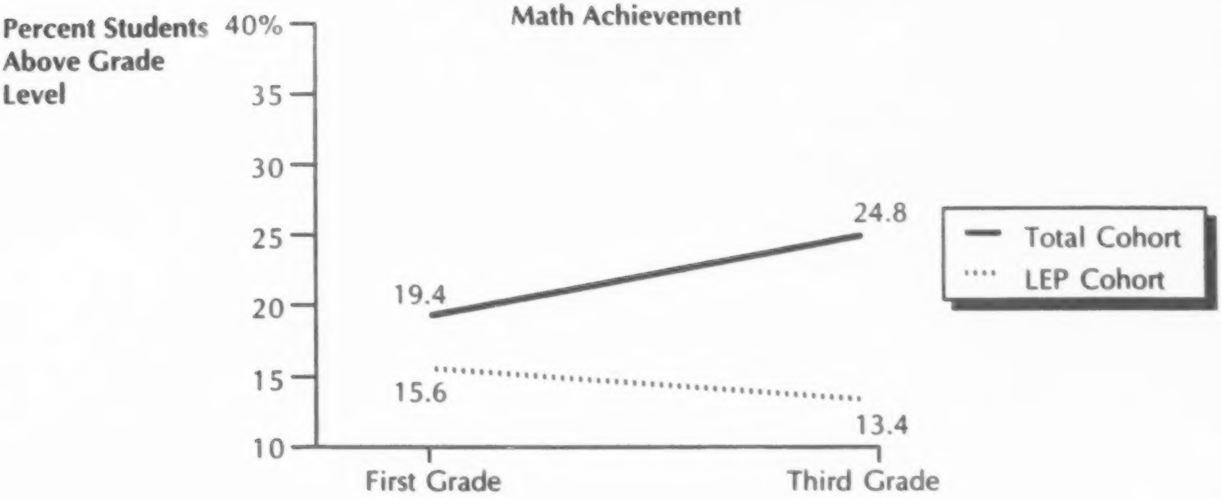
Source: *Prospects*, Student Profile: 12-month follow-up study, LEP/LM supplement (weighted percentages)

Exhibit 3.4

Teacher Views of Reading and Math Achievement



Reading Achievement



Math Achievement

Source: *Prospects*, Student Profile: 12-month follow-up study, LEP/LM supplement (weighted percentages)

Poorer performance by 3rd grade LEP students is also reflected in the reading and math grades students received. In 1st grade, the proportion of LEP students receiving excellent reading and math grades is similar to that reported for all 1st grade students. About 30 percent of all 1st grade students, whether LEP or English proficient, received excellent grades in reading. However, by 3rd grade, LEP students do not perform nearly as well as all 3rd grade students with only 12 percent receiving excellent grades in reading and math, compared to 29 percent for all 3rd grade students (Appendix A, Exhibits A3.3 and A3.4).

As the 1st grade cohort proceeds to the 3rd grade, future *Prospects* reports will re-examine the achievement data in more detail. These analyses will rely on longitudinal data and will be more appropriate to measure student changes over time in reading and math achievement from the 1st to the 3rd grade. The consequences of late entry into the U.S. school system has been a major focus of educational policy debate. The longitudinal analysis will control for late entry into the school system.

Student Self-Assessment of Reading and Math Ability

Students in the 3rd grade cohort were asked to characterize their own competence in reading and math (Appendix A, Exhibits A3.7 and A3.8).[3] For reading, students were asked whether they had "a lot of trouble" with reading, found reading "hard but do OK," or considered themselves a "very good reader." Students were asked similar questions for math. LEP and other LM students rated their own reading and math abilities more negatively than did all public school students. Overall, 70 percent of all 3rd grade public school students considered themselves to be very good readers, and 56 percent considered themselves to be very good at math. Only 43 percent of LEP students rated themselves as very good readers, and 41 percent as good in math. Other LM students were somewhat more positive, with 55 percent rating themselves as good readers and 50 percent as good in math.

Other LM students in high poverty schools, or in schools with high concentrations of LEP students, were less likely to rate themselves as highly capable in reading and math than were students in low poverty or low LEP concentration schools. For LEP students, the patterns are less clear. In reading, LEP students in high poverty schools were more likely to rate themselves as being very good readers than were LEP students in lower poverty schools (45 percent vs. 33 percent). (This may be due to differences in the comparison group the LEP students are using as a reference point.) However, in math there is no consistent relationship between LEP students' ratings and the poverty level of the schools they attend.

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[3] Questionnaires were not administered to students in the 1st grade cohort.

Teacher Judgments—Student Behavioral Characteristics

Teachers were asked to provide their judgment about a range of student behavioral characteristics in school, including the extent to which the student works hard at school, the student's willingness to follow class rules, the extent to which the student cares about doing well in school and seems to enjoy school, the student's ability to understand and follow directions, and the extent to which the student is often late for class or is disruptive in class. On most measures, both groups of LM students received ratings that were similar to those received by all public school students (Appendix A, Exhibits A3.9 and A3.10). From a teacher's perspective, these students display the same level of motivation, interest in, and enjoyment of school that English proficient students display. Understandably, LEP students in both the 1st and 3rd grade cohorts were judged by their teachers to be less likely to understand and follow directions than were all public school students (44% vs. 56% for 3rd graders). This is expected given that these students, by definition, are less proficient in their use of English than average public school students. There are no consistent relationships between teacher judgments of these student behaviors and level of school poverty or school LEP concentration.

These data should, however, be used with caution because the information reflects the judgments of individual classroom teachers. Moreover, due to the variance in the percentage of missing data across categories, some of the percentages reported here may be estimated with poor levels of precision.

Teacher Judgments—Student Classroom Performance

Teachers were also asked to provide judgments about a range of other student characteristics related to how students perform in class. These judgments include whether the student can work independently on an assignment, concentrate for a steady period of time, write a well-developed paragraph or paper, and work cooperatively with other students. Teachers were also asked to judge students' creativity, motivation to learn, level of maturity, attentiveness, and class participation.

There are some differences between teacher-reported judgments of LEP students and all students in the two grade cohorts. Other LM students received ratings on these items that were similar to those received by all students in the cohort (Appendix A, Exhibits A3.11 and A3.12). In particular, 1st grade

LEP students were judged less favorably than all 1st grade students in their propensity to volunteer in class (33 percent vs. 44 percent). Third grade LEP students were judged less favorably than all 3rd graders on their ability to write a well developed paper (21 percent vs. 42 percent), their ability to work independently (44 percent vs. 58 percent), and their ability to pay attention (33 percent vs. 43 percent). These differences between LEP and all public school students, although substantively meaningful, are not of great magnitude. Differences of this size make sense because ratings on these measures are often related to facility with the English language, something that LEP students, by definition, have in less supply than their grade counterparts.

With respect to the concentrations of poverty in schools, there are no consistent patterns. However, some comparisons between students in high and low poverty schools are worth noting. For example, almost 44% of other LM 1st graders attending low poverty schools were judged as highly able to write a well-developed paragraph, compared to only 19 percent in high poverty schools. With regard to levels of LEP concentration, there were no consistent patterns on these items.

Teacher Judgments—Student Affective Characteristics

Teachers were further asked to judge students on a variety of affective characteristics including honesty, friendliness, happiness, self-esteem, ability to get along with teachers, and respect for authority (Appendix A, Exhibits A3.13 and A3.14). Affective characteristics have been argued to be related to student performance and school success (Alexander, Entwisle and Dauber, 1993).

As in earlier discussions, these data must be used with caution, particularly because these items are very subjective and require ·greater judgment on the part of the teachers. These caveats notwithstanding, these data do not indicate significant differences between teachers' judgments of LEP and other LM students and all public school students in their respective grades. (A possible exception is in the case of LEP students and self-esteem, where teachers tend to be less likely to judge these students across both cohorts as having much self-esteem compared to all students in public school.) This finding indicates that LM students' affective characteristics should not present any more of a barrier to performing well in school than they do for all students in public school.

The results across levels of student poverty and LEP concentration for both other LM and LEP students show no clear patterns, suggesting no consistent relationships between level of school poverty or LEP concentration and this set of affective characteristics.

Teacher Perspectives

Finally, teachers were asked to judge whether a child was currently facing a variety of obstacles that might affect his or her ability to achieve in school. Some items—whether the student is often absent or truant, cuts class, cheats, engages in physical conflict or verbal abuse of others—were relatively easy for teachers to judge. Other items—whether the student has a health or hygiene problem or gets inadequate nutrition or rest—were probably much more difficult for teachers to assess.

With this in mind, as well as the caution about the possible over-reliance on teacher judgments, the overall pattern of teacher judgments of other LM and LEP students are largely similar to that observed for all 1st and 3rd grade students (Appendix A, Exhibits A3.15 and A3.16). Also, there is little variation across concentrations of school poverty and LEP students.

School Attendance

Excessive absences from school can affect students' learning by decreasing the time of exposure to the educational curriculum. To examine this issue, data on student absences were collected from school records (Appendix A, Exhibits A3.17 and A3.18). Focusing on excessive levels of absenteeism, these data indicate that about 4 percent of all 1st grade students, and 3 percent of all 3rd grade students were absent over 20 days during the course of the school year. Rates of excessive absenteeism were not different for LEP and other LM students in these two grade cohorts. Further, the rates of absenteeism for all students at these grades matches those reported for LEP and other LM students. In terms of concentration of school poverty, slightly higher rates of excessive absenteeism are present in schools with higher levels of poverty for both LEP and other LM students across both grade cohorts. However, these differences are small and unlikely to attain statistical significance.

Tardiness

As with absenteeism, excessive tardiness can diminish students' opportunities for learning. Data on student tardiness were abstracted from school records and indicate that about 4 percent of all 1st grade and 3 percent of all 3rd grade students were late for school more than 10 days over the school year (Appendix A, Exhibits A3.19 and A3.20). In both grades, comparable rates are observed for LEP, other LM students, and the total student population. There is no discernable pattern of relationships between number of days late for school and either level of school poverty or LEP concentration.

School Suspensions

Suspensions are typically a last-resort mechanism to cope with students' behavioral problems. Consequently, students who have been suspended are likely to have been engaging in some form of disruptive behavior for an extended period of time, or to have committed a serious offense of school policies. Although a high rate of suspensions may signify a strict disciplinary environment within a school, it is also likely to represent a setting in which discipline problems frequently and regularly interfere with effective instruction.

Information on the number of times each student was suspended during the year was obtained from school records. However, information on the reasons for the suspension was not collected as part of the record abstraction process. The incidence of school suspensions was quite low for all 1st and 3rd grade public school students, with neither LEP nor other LM students exhibiting an unusual pattern of suspensions (Appendix A, Exhibits A3.21 and A3.22). The reported incidents of suspensions for both of these groups of students generally occurred in the high poverty schools. It is important to note however, the percents are so small that no comparisons across levels of school poverty or LEP concentration can be made. However, it should be noted that school suspensions are more common in higher grades. Therefore, an analysis of this variable will be more interesting in the longitudinal analysis in subsequent years.

Teacher Rating of Students' English and Non-English Proficiency

Teachers were asked to characterize the English proficiency of LEP students on their language skills of understanding, speaking, reading, and writing (Appendix A, Exhibit A3.23). These four proficiencies describe a continuum of increasingly complex language skills students need to master to become fluent users of the English language.

It is not surprising then, that in both grades, the proportion of students rated "excellent" decreases as we move along the continuum from understanding English to writing English. While almost 20 percent of LEP students were rated as "excellent" in understanding English, only six percent received that rating for their writing skills.

There is no relationship between level of English language skills and levels of school poverty in either grade cohort. Similarly, there is no consistent pattern to indicate differences between LEP students in high LEP concentration schools and students in medium LEP concentration schools (Appendix A, Exhibit A3.24).

Teachers were also asked to judge LEP students' proficiency in their non-English language in terms of understanding, speaking, reading, and writing. As expected, LEP students clearly demonstrate better language skills in their native language than in English (Appendix A, Exhibits A3.25 and A3.26).

There are some consistent relationships between level of school poverty and proficiency of LEP students in non-English language skills. For example, 1st grade LEP students in the high poverty schools are more likely to have received "excellent" ratings in reading and writing language skills than LEP students in lower poverty schools (again, this may be due to differences in the reference group). At the 3rd grade level, there are no consistent patterns between school poverty and non-English language skills.

Grade Retention

The decision to retain a student in a grade, while appropriate in some situations, can have a serious negative effect on student self-esteem and attachment to school. At the same time, retention two or more times is a strong predictor of whether a student will subsequently drop out of school. Additionally, since there are substantial costs associated with students repeating a year of school, grade retention decisions have financial consequences for school systems.

To examine this issue, parents were asked whether their child had *ever* been retained a grade. Thus, retention rates, used in conjunction with other measures of student performance, provide useful information of a school, even in terms of the school budget. The incidence of grade retention increases over time as more opportunities for retention exist. About 10 percent of all 1st grade students were previously retained and, by the third grade, 15 percent of students had been retained (Appendix A, Exhibit A3.27). There are no substantive differences between retention rates for LM students and for all 1st grade students. However, 3rd grade students in schools with high concentrations of LEP students are somewhat more likely to be retained than are all students in 3rd grade (24% vs. 15%) (Appendix A, Exhibit A3.28).

For all 1st grade students, the retention rate of LEP students who participate in Chapter 1 ESL/bilingual programs is about 7 percent. Retention rates for 1st grade LEP students participating in other Federal, state, or local ESL/bilingual programs range from 14 to 17 percent. Retention rates for 3rd grade LEP students participating in ESL/bilingual programs are substantially higher than those reported for the 1st grade LEP cohort. Students participating in Chapter 1 or other federally funded ESL/bilingual programs had retention rates ranging from 32 to 36 percent (Appendix A, Exhibit A3.29).

Since grade retention rates are often used as a measure of program impact, a note of caution regarding their interpretation is necessary. The retention rates represent descriptive snapshots only and cannot support causal inferences between retention rates and types of ESL/bilingual programs. For example, the inference that the higher retention rate obtained by 3rd grade LEP students in Chapter 1 ESL/bilingual programs (31%) compared to all LEP students (21%) is **caused** by participation in the program is incorrect. It is not valid to assume that they are comparable because both groups are comprised of LEP students. Those LEP students most in need of ESL/bilingual services and therefore receiving such services may be different in their academic abilities than LEP students not participating in Chapter 1 ESL/bilingual programs. Moreover, there is no information to indicate when students started to receive these services relative to their retention in a grade. For some LEP students it may be that participation in Chapter 1 ESL/BE programs began **after** they had been retained. In summary, inferences about program impact based on different retention rates cannot be supported by these data.

Conclusion

Across several measures of academic performance LEP students have lower educational achievement than their peers. They score below their classmates on standardized reading and math tests, receive lower grades, and are judged by their teachers to have lower academic abilities. This convergence of findings across these multiple measures of achievement is not present for other LM students. While they have lower test scores than all 1st and 3rd grade students, other LM students are perceived by teachers to resemble their peers in most academic characteristics. Both groups, LEP students and other LM students, closely resemble all 1st and 3rd grade students in their behavioral characteristics displayed in the classroom, with differences arising primarily in language-related tasks.

Mean scores on both reading and math tests for language minority students were lower than the scores obtained by their peers, with the largest differences being found in reading scores. Students in high poverty and high LEP concentration schools received the lowest scores on these tests. Most LM students received grades that were similar to those of all 1st and 3rd grade students, with the exception of 3rd grade LEP students whose reading and math grades were lower than those of all 3rd grade students. Teacher estimates of student abilities were lower for LEP students (but not for other LM students) than for all 1st and 3rd grade students. LEP students were also less likely to be judged "above average" by teachers or to be identified as achieving above grade level in reading and math. Other LM students were largely judged to be similar in reading and math ability to all students in 1st and 3rd grades.

Language minority students judged their own reading and math abilities to be poorer than all students in 1st and 3rd grades. These self-assessments were related to school poverty for other LM students, who were less likely to rate themselves highly if they attended high poverty schools.

Teachers judged LM students to be quite similar to all 1st and 3rd grade students in their level of motivation, interest in, and enjoyment of school. They also assessed LM students much like their grade level peers on several other measures of classroom performance (e.g., creativity, working independently). LEP students were found to be less likely to understand and follow directions—presumably because they are less proficient in their use of English. Affective characteristics were judged to be very similar for LM students and all 1st and 3rd grade students, as were the prevalence of obstacles to student learning, rates of school attendance, tardiness, suspension, and grade retention. The incongruities between LM students and 1st and 3rd grade students lie primarily in areas relating to language ability. Outside of these areas, LM students do not appear to face significant academic or behavioral obstacles to success in school.

In summary, the analysis of the measures of student performance yields a critical finding: The several indicators of academic performance--grades, standardized tests, teacher judgments and student self-assessments--present a very consistent profile of LEP students. In these primary grades, LEP students attained a lower level of academic achievement than their grade peers. At the same time, however, LEP students are judged by teachers to be similar to their peers in their level of motivation, interest in school and in several affective traits related to successful school behavior (self-esteem, friendliness and respect for authority).

CHAPTER 4: EDUCATIONAL SERVICES PROVIDED TO LEP STUDENTS

In Chapter 3, the findings on student performance indicated that LEP students in both grades do not perform as well as their English-proficient counterparts on a variety of measures of academic achievement. As previously discussed, many of these poor outcomes can be attributed to the limited language skills of LEP students. One important determinant of academic performance is the set of educational services LEP students receive. Some researchers argue that there are many obstacles to providing LEP students with a quality education, among them lack of resources and poor training of teachers (Stanford Working Group, 1993).

This chapter describes several important aspects of the educational services received by LEP students in regular, all-English language classrooms—the classes where they receive most of their academic instruction. First, descriptions are presented of student participation in Chapter 1 programs, other supplementary education programs, and ESL/bilingual programs. Second, the selection criteria used by schools to determine entry into and exit from ESL/bilingual programs are discussed. Third, descriptions of staff personnel, in terms of their teaching experience, education, and language proficiencies are presented. Fourth and last, the chapter presents descriptions of several aspects of regular classroom instruction that are directly relevant to LEP students. These include the languages and materials used for instruction, ESL instruction both in and out of the regular classroom, and teachers' perceptions of LEP students' academic capabilities.

This chapter focuses on LEP students, including only those students whose limited proficiency in English hinders their ability to participate in classes conducted only in English.

Participation in Supplementary Education

Information was collected from students' school records describing their participation in federally funded Chapter 1 reading, math, and ESL/bilingual programs, as well as similar programs funded by sources other than Chapter 1. Participation in supplementary education is described using five mutually exclusive categories:

- **Chapter 1 schoolwide**: includes students attending a school that is implementing a Chapter 1 Schoolwide Program at the grade in which the student was enrolled in the 1991-92 school year;

- **Chapter 1 non-schoolwide**: includes students who are receiving Chapter 1 services, not in a schoolwide program, and who may or may not be receiving assistance through another supplementary education program;

- **Other supplementary programs (e.g., Title VII)**: includes students who receive supplementary services through other federal funds or a state or local supplementary education program;

- **School participates in Chapter 1, but no services to LEP child**: includes students who attend a school where Chapter 1 services are offered at the student's grade level, but who do not receive Chapter 1 services or any other type of supplementary services; and

- **School does not participate in Chapter 1, and no services to LEP child**: includes students who attend a school where Chapter 1 is not offered at their grade level, and who do not receive any other supplementary education services.

Each type of supplementary education assistance is discussed below.

Reading Assistance

Almost one-half of 1st grade LEP students and more than 60 percent of 3rd grade LEP students participate in some form of supplementary education assistance in reading/language arts, primarily through the Chapter 1 program (Appendix A, Exhibits A4.1 and A4.2).

Even though many LEP students receive some supplementary reading assistance, a large percentage—53 percent in 1st grade, and 37 percent in 3rd grade—**receive no supplementary reading services at all**. The magnitude of this gap in the provision of supplementary reading assistance becomes more important when student level of achievement is considered. In both grades combined, more than 40 percent of low-achieving LEP students are not receiving any supplementary help in reading (Appendix A, Exhibit A4.3). (The percentage is derived by adding the percents for two classifications, 'School participates in Chapter 1, but no services to LEP child' and 'School does not participate in Chapter 1, and no services to LEP child.')

This finding is more favorable than that reported in the *Prospects* Interim Report (Prospects, 1993) where more than half of low-achieving 1st and 3rd grade students were not participating in any form of supplementary reading instruction. These differences between low-achieving students in general and low-achieving LEP students reflect different levels of participation in Chapter 1. About 46 percent of low-achieving 1st grade LEP students are in Chapter 1 reading, compared to 30 percent of all 1st grade low-achieving students. Similarly, in 3rd grade, the corresponding figures are 56 percent compared to 31 percent. Differences in participation in Chapter 1 are due to the fact that a much higher proportion of LEP students attend high poverty schools than do students overall and thus are more likely to have access to and participate in supplementary programs. In both grades, only 13 percent of all students attend high poverty schools, while more than 40 percent of LEP students attend such schools.

Access to supplementary reading assistance for LEP students is also related to the level of poverty in the school. In high poverty schools, more than 70 percent of the LEP students in both grades, receive reading assistance primarily through Chapter 1. In contrast, in schools with lower and intermediate levels of poverty, much smaller proportions of LEP students receive any supplementary help in reading. Often, this is because Chapter 1 is either not available in the school or it is a very small program. If there are other reading assistance programs in the school, they do not provide supplementary assistance to large numbers of LEP students. As a result, some LEP students who attend these schools and need supplementary help in reading, may not be able to obtain these services.

The same patterns of LEP student participation in supplementary reading programs are present across schools with different levels of concentration of LEP students: LEP students in high LEP concentration schools are more likely to participate in supplementary reading programs (particularly Chapter 1) than are students in low LEP concentration schools (Appendix A, Exhibit A4.2).

Math Assistance

In each grade, the proportion of LEP students receiving supplementary assistance in math is smaller than the proportion receiving help in reading/language arts. For example, in the 1st grade cohort, almost one-half of the LEP students receive reading assistance, compared to about 30 percent for math.

As was the case with supplementary reading assistance, LEP students in schools with lower levels of poverty and lower concentrations of LEP students are less likely to participate in supplementary math programs. Again, this can be explained in part by the fact that wealthier schools either do not receive Chapter 1 funds, or their Chapter 1 programs are very small. In high poverty schools, 53 percent of 1st grade LEP students and 72 percent of 3rd grade LEP students receive supplementary math assistance, primarily through Chapter 1. (Appendix A, Exhibits A4.1 and A4.2).

The match between student **need** for and student **participation** in supplementary education programs is even more of an issue for math than for reading. At the 1st grade level, almost two-thirds of low achieving 1st grade LEP students do not receive supplementary math assistance (Appendix A, Exhibit A4.3). Most of those students attend schools that do not offer a Chapter 1 program in math. The result is that there are many low-achieving LEP students who are not receiving enough assistance in math to perform satisfactorily.

ESL/bilingual Assistance

The data on student participation in supplementary ESL/bilingual programs are based on information abstracted from student records. There are two limitations associated with these data. First, even though the two programs are very different, ESL and bilingual were combined into one item on the abstract (e.g., Does the student participate in an ESL/bilingual program?). Unfortunately, the data cannot be disaggregated to report findings for ESL and bilingual participation separately. Second, ESL instruction is defined as teaching the listening, speaking, reading, and writing skills of the English language. This is a somewhat narrow definition, since some teachers and researchers ascribe another meaning to ESL instruction--English language instruction in content areas such as math and/or reading. Because of these limitations, inferences based on the results presented below should be made with some caution.

About 70 percent of LEP students in the 1st and 3rd grades participate in some type of supplementary ESL/bilingual instruction beyond the regular classroom (Appendix A, Exhibits A4.1 and A4.2). In contrast to the supplementary reading and math programs, where participation is primarily through Chapter 1, large proportions of LEP students receive supplementary ESL/bilingual assistance by participating in state, local, or other Federal non-Chapter 1 programs. LEP students in high poverty and/or high LEP concentration schools are more likely to receive Chapter 1 ESL/bilingual assistance than are students attending schools with lower levels of poverty or LEP concentration. This pattern holds for students in both grade cohorts. Conversely, more than 30 percent of the LEP students in each cohort do not receive any ESL/bilingual assistance from any source. Since all LEP students by definition need this form of assistance, this means that large numbers of LEP students are not receiving the academic help they need to perform satisfactorily in school. About 23 percent of 1st grade LEP students and 17 percent of 3rd graders attend schools that do not offer an ESL/bilingual program either through Chapter 1, Title VII, or some other state or local program.

Combinations of Supplementary Education Services

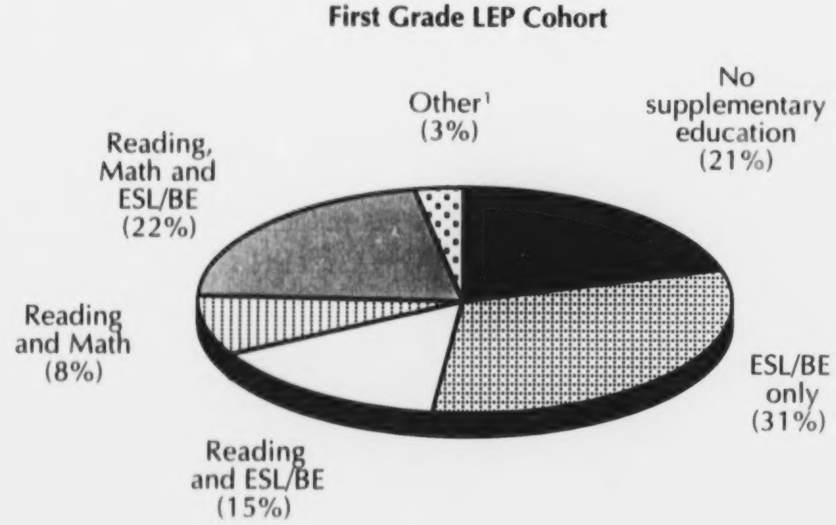
To obtain more detailed knowledge about the extent of supplementary education assistance provided to LEP students, the combination of services they receive across the three areas (reading, math and ESL/bilingual) is presented in Exhibit 4.1. Most LEP students, between 80 and 90 percent, receive supplementary education in at least one of the following three areas: reading, math and ESL/bilingual. About one-third of the 1st grade LEP students and one-fifth of the 3rd graders receive supplementary services only in ESL/bilingual instruction. Almost 38 percent of the 1st grade LEP students and almost one-half of the 3rd graders are receiving supplementary services in ESL/bilingual and reading/language arts (Appendix A, Exhibits A4.4 and A4.5).

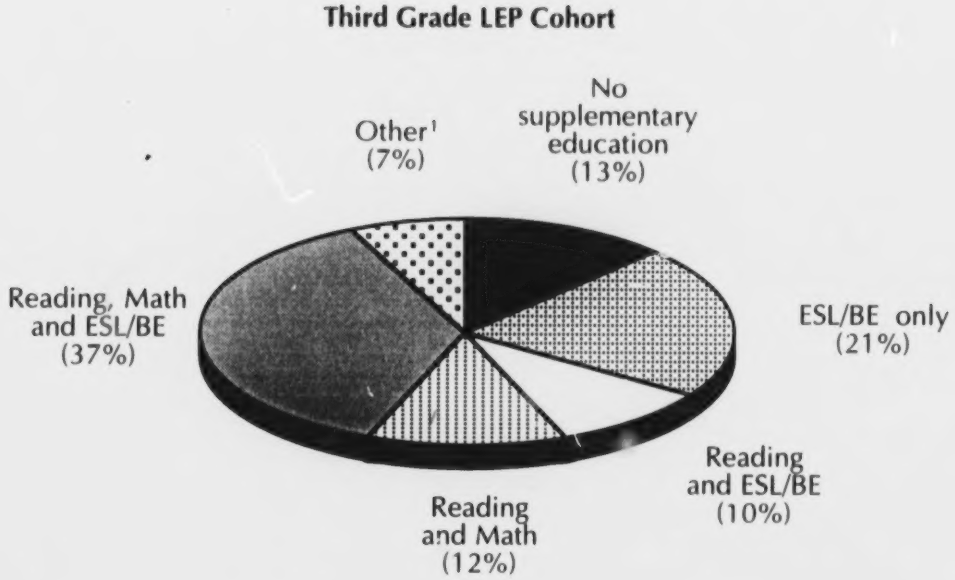
There are large differences in the patterns of supplementary education students receive across levels of school poverty and LEP concentration. For instance, in low poverty schools, most 1st and 3rd grade LEP students receive no supplementary education or receive assistance only in ESL/bilingual instruction. In low poverty schools, 60 percent of 1st grade LEP students only receive ESL/bilingual services, with 31 percent receiving no supplementary education assistance at all. By contrast, in high poverty schools, while many LEP students receive ESL/bilingual instruction, large proportions receive other supplementary education services as well. Almost 40 percent of 1st grade and over one-half of 3rd grade LEP students in high poverty schools receive supplementary instruction in all three areas, reading/language arts, math, and ESL/bilingual.

LEP students attending high poverty schools are also more likely to receive assistance in two or more areas than are students in low poverty schools. Almost three-quarters of 1st grade LEP students in high poverty schools receive assistance in at least two areas, compared to fewer than ten percent of students in low poverty schools, and about 20 percent in moderate poverty schools (35-49%). The same

Exhibit 4.1

Patterns of Supplementary Education Participation by Grade Cohort





[1] Math only, or Reading only or Math and ESL/BE

Source: *Prospects,* Student Abstract: 12-month follow-up study, LEP/LM supplement (weighted percentages) finding holds for the 3rd grade LEP students as well, with students in high poverty schools more likely to receive supplementary education in more than one area.

Criteria for Selection of Students for ESL/bilingual Services

The criteria used for selecting students for participation in and exit from ESL/bilingual services has been a controversial issue in the education of LEP students. Critics claim that teachers and schools arbitrarily place many students in these programs and keep them enrolled long after they should have made the transition to English language programs. Data from this study can shed some light on this issue. The data do not support the critics' claims.

Principals were asked about the use of various criteria for entry into and exit from ESL/bilingual programs. Schools use many different criteria to determine student eligibility for and exit from ESL/bilingual services. For entry into a program, most LEP students receive a test of oral proficiency in English and/or a survey that indicates use of a non-English language in the home. More than 90 percent of LEP students, regardless of grade cohort, are in schools that use a test of English oral/aural proficiency to determine entry into the program. This is true for LEP students attending schools with low and high levels of school poverty. As an exit criterion, this test is used somewhat less frequently, with about three-quarters of the LEP students in each grade cohort using such an exit test (Appendix A, Exhibits A4.6 and A4.7).

Another frequently used selection criterion for program entry is the use of a non-English language in the home. Almost 90 percent of LEP students in the 1st and 3rd grade cohorts attend schools that use this measure, among other measures, to determine eligibility for ESL/bilingual services. For both grade cohorts, there is a positive relationship between level of school poverty and use of a non-English language in the home as an entry criterion. For instance, of LEP students who attend schools of medium-low poverty (20-34%), only about one-third of 1st graders and 45 percent of 3rd graders are in schools that use this criterion, compared to over 90 percent of all LEP students in high poverty schools.

About three-quarters of the LEP students, regardless of grade, are in schools that test students' non-English language oral and/or aural proficiencies to determine eligibility for ESL/bilingual services. About one-half of the LEP students are in schools that administer non-English reading proficiency tests. Assessing the students' native language proficiencies can help determine whether they are performing below expectations. Presumably, the language and learning abilities of these students should be further assessed if they do not perform well in their native language.

It is very important to determine LEP students' achievement levels in content areas. Many LEP students are not assessed for content knowledge in their native language: only 18 percent of the 1st grade LEP students and 24 percent of 3rd grade students receive such tests (Appendix A, Exhibits A4.6 and A4.7). Few schools have provisions for administering these assessments. Without such information, however, it is difficult to determine whether students need Chapter 1 services and, if so, what the nature of these services should entail.

The data also indicate that LEP students attend schools that use multiple criteria to determine student entry into and exit from ESL/bilingual programs. Virtually all LEP students, about 98 percent, are in schools that use more than one measure for entry and exit. In fact, as shown in Exhibit 4.2, about half of the LEP students are in schools that report using 7 or more criteria for entry into ESL/bilingual programs. While the number of criteria used to exit the program is smaller, more than 85 percent of LEP students are in schools using at least 4 exit criteria.

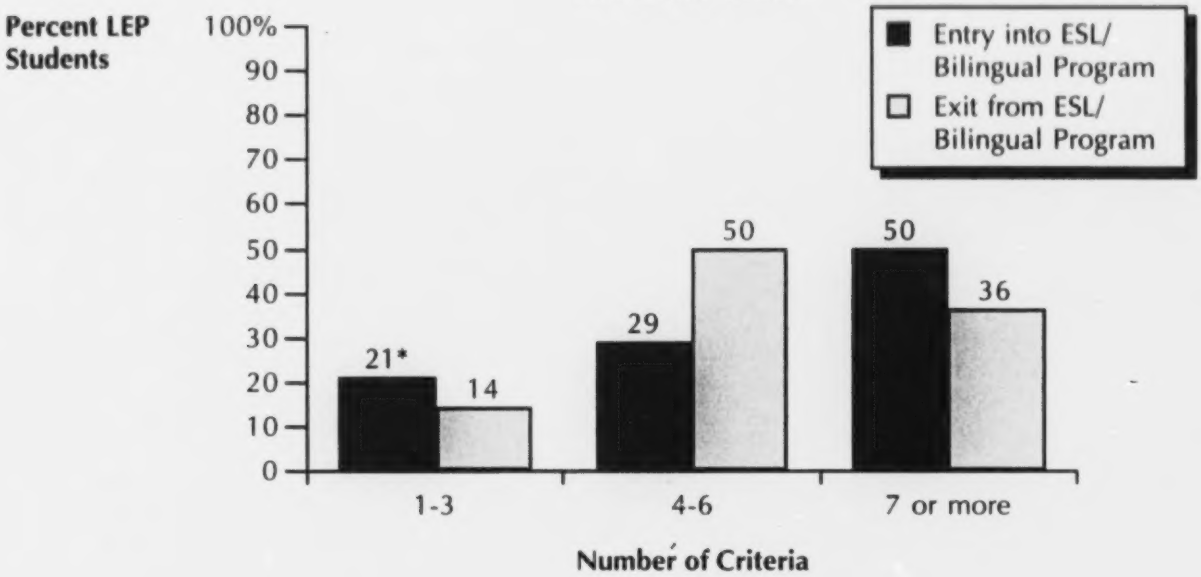
About 40 percent of 1st grade and 30 percent of 3rd grade LEP students are in schools that use at least these five criteria to determine entry into their ESL/bilingual programs:

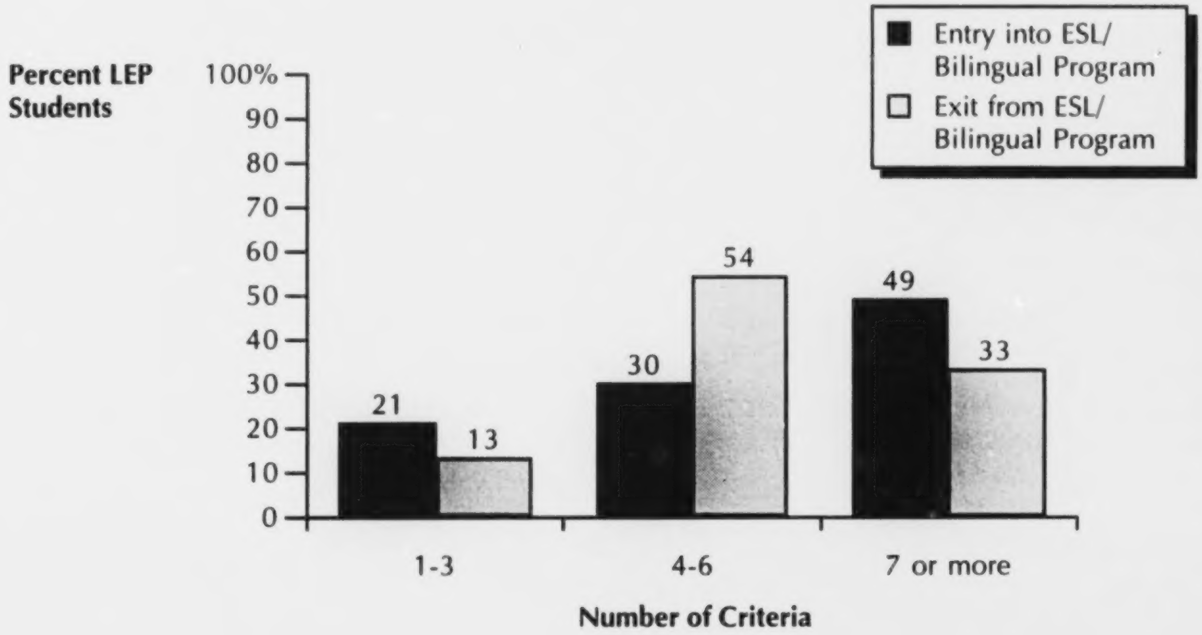
- English oral and/or aural proficiency;
- use of non-English language in home;
- non-English oral and/or aural proficiency;
- English reading proficiency; and
- non-English reading proficiency.

Further, an additional 35 percent of LEP students in both grades are in schools that use, as a minimum, the first 3 criteria listed above. This finding indicates that schools do not appear to use arbitrary criteria to determine student entry into the program. The criteria most heavily relied on are objective measures of language and reading proficiencies in English and other languages, often as measured by tests. More arbitrary measures, such as teacher or staff judgment and use of a non-English language at home are almost never used alone, but as part of a series of multiple criteria. As an example, while 90 percent

Exhibit 4.2

Use of Multiple Criteria for Entry into and Exit from ESL/Bilingual Programs by Grade Cohort


First Grade Cohort


Third Grade Cohort

Source: *Prospects*, Characteristics of Schools and Programs: 12-month follow-up study, LEP/LM supplement (weighted counts)

*Less than 3 percent of LEP students are identified for entry or exit by a single criterion.

of LEP students are in schools that use non-English at home as a criteria, fewer than 3 percent are in schools that use this as a sole criterion.

As noted above, multiple criteria are also used to determine when a student should exit an ESL/bilingual program. About 52 percent of 1st grade LEP students and 30 percent of 3rd graders attend schools that use, at a minimum, the following 3 criteria:

- English oral and/or aural proficiency;
- non-English language used at home; and
- achievement in content areas as measured by a test given in English.

Only about 4 percent of LEP students in either grade attend schools that use only one criteria to determine the appropriate time for students to exit the program. Once again, these data provide evidence that exit decisions are not arbitrary, but based on the attainment of English language proficiency, often as measured by tests.

Characteristics of the Teaching Staff

This section describes the characteristics of those who provide instruction to LEP students in terms of their teaching experience, education, and certification. Throughout this section information will be presented for math and reading separately even though more than 90 percent of the students in these grade have the same teacher for both subjects. There are however, some students, particularly in the 3rd grade, who do have different teachers for reading and math. Nevertheless, the results for the two types of teachers will be very similar because most of the teachers provide reading and math instruction.

Teaching Experience

Both reading and math regular classroom teachers who have LEP students in their classes report having extensive teaching experience at the elementary and/or secondary level. LEP students in both grades have teachers who report having taught on average about 12 to 13 years (Appendix A, Exhibits A4.8 and A4.9). These averages are comparable to those reported for reading and math teachers of all students at these grade levels. There is no systematic relationship between level of school poverty, and staff years of teaching experience.

In addition to being experienced, LEP students' teachers have taught at the same school for some time. For example, 1st grade LEP students are taught by reading teachers who have been teaching at the same school for about 6 years, compared to about 8 years for 3rd grade LEP students. As was the case with total years of experience, school poverty is not systematically related to years of teaching in the same school.

Education and Teacher Certification

LEP students have classroom teachers whose educational backgrounds are similar to those reported by teachers of all students in 1st and 3rd grades. About three-quarters of the LEP students in both grades are taught by reading and math teachers who report having completed either one year of education beyond a bachelor's degree, a master's degree, or some education beyond a master's degree (Appendix A, Exhibits A4.10 and A4.11). At the 1st grade level, there are differences in teacher education associated with poverty level of the school. In high poverty schools almost one-third of the LEP students have teachers who only have a bachelor's degree, compared to about one-sixth of the students in low poverty schools.

In addition to having a bachelor's degree, over four-fifths of the LEP students have teachers who have obtained permanent certification. In fact, regardless of poverty level or level of LEP concentration, the vast majority of LEP students have math and English teachers who have obtained permanent certification.

However, teacher certification rates in ESL and bilingual education present a different profile. As reported by the Stanford Working Group (1993), although the LEP student population is increasing, the number of teachers competent to instruct them appears to be decreasing. One study reported that 70 percent of bilingual teachers and 60 percent of ESL teachers have no formal training or certification (Pelavin, 1991). Although the findings in this report refer to regular rather than ESL or bilingual teachers, they provide further support for the claim that many LEP students are receiving instruction from teachers who are not trained to address their needs.

Only about one-sixth of the LEP students in both grades are taught by regular classroom teachers who also report having ESL certification. In both grades, LEP students in high poverty and high LEP concentration schools are more likely to have ESL-certified teachers than are students in low poverty or low LEP concentration schools. For instance, about one-fifth of 1st grade LEP students in high poverty schools have regular teachers who are certified to provide ESL instruction, compared to 0 percent in low poverty schools. The pattern is similar for 3rd grade LEP students, with no students in lower poverty schools having teachers with ESL certification (Appendix A, Exhibits A4.10 and A4.11).

The profile for certification to teach bilingual education is similar to the one describing ESL certification. Only about one-third of 1st grade LEP students, and about one-fifth of 3rd grade LEP students have regular classroom teachers who are certified to teach bilingual education. Teachers who report being certified in bilingual education are much more likely to be teaching in high poverty and/or high LEP concentration schools, where there are large proportions of LEP students. Just over one-half of the 1st grade LEP students in high poverty or high LEP concentration schools have regular classroom teachers who are certified to teach bilingual education.

Use of Teacher Aides

Because there is more intensive language use in English classes than in math classes, it is not surprising that LEP students are more likely to have aides in English/reading rather than in math classes. Over forty percent of the LEP students in both grades have reading teachers who report using aides in the classroom (Appendix A, Exhibits A4.12 and A4.13). In 1st grade, these aides are in schools where there is the strongest need; two-thirds of the LEP students in high poverty schools are in classrooms that have aides for English/reading instruction, compared to only 12 percent in low poverty schools. The relationship between school poverty and use of classroom aides is less clear in the 3rd grade cohort. More than one-half of LEP students in high poverty schools and in medium poverty schools (35-49%) are in reading classes utilizing aides.

Education and Competency of Teacher Aides

Over one-half of the LEP students have teachers who indicate that their aides are highly competent (Appendix A, Exhibits A4.12). Although reported teacher aide competency does not vary across poverty level, there are some differences across levels of LEP concentration. In the 3rd grade cohort, two-thirds of LEP students in high LEP concentration schools have math teachers who report that their teacher aides are highly competent, compared to only one-quarter in low LEP concentration schools (Appendix A, Exhibit A4.13).

In reading, this pattern is reversed. Half of the 3rd grade LEP students in high LEP concentration schools have reading teachers who indicate that their teacher aides are highly competent. In contrast, three-fourths of the 3rd grade LEP students in low LEP concentration schools have teachers who indicate that their teacher aides are highly competent.

In both grades and both subjects, virtually all LEP students are in classes where the teacher aides have earned at least a high school diploma. Moreover, in math across both grades over 20 percent of the LEP students have aides that have been educated beyond high school, according to the classroom teacher. In reading, about 17 percent of LEP students in 1st grade and 14 percent in 3rd grade have aides who have some education beyond high school.

Arrangement of Instruction for LEP Students

This section describes several aspects of regular classroom instruction that directly affect LEP students, including the languages and materials used for instruction of LEP students, ESL instruction (both in and out of the regular classroom), and teachers' perceptions of LEP students' academic capabilities.

Staff Language Proficiency

The effectiveness of the instruction that LEP students receive will be influenced in part by the match between the native language of the student and the teacher's proficiency in that same language. For example, the more a classroom teacher or aide is proficient in Spanish, the easier it will be for him/her to communicate with Hispanic LEP students in the class. The predominant non-English language spoken by LEP students in class is Spanish (Appendix A, Exhibits A4.14 and A4.15). Almost all of the LEP students in high poverty schools have teachers who say most of these students speak Spanish.

Teachers were asked if they were proficient in the non-English language spoken by most of their LEP students. Across all language groups, about one-half of 1st grade and about 40 percent of 3rd grade LEP students have teachers who report being proficient in the predominant non-English language spoken by LEP students in class. Of LEP students in high poverty schools, about three-quarters of 1st graders and about 60 percent of 3rd graders have teachers who say they are proficient in the predominant non-English language. LEP students attending schools with lower poverty levels are much less likely to have teachers who can speak their native language.

As noted above, most LEP students are in classrooms where the predominant non-English language is Spanish. However, unless the language is Spanish, the likelihood that a teacher will be fluent in the predominant non-English language is low. Of 1st grade LEP students who are in classes where the predominant non-English language is one other than Spanish, fewer than 15 percent have teachers who are fluent in a non-English language; for 3rd graders, the corresponding figure is about 25 percent.

Most LEP students who are in classrooms that have an aide for math instruction also have an aide who is fluent in the students' native language. Of 1st grade LEP students in math classes with aides, approximately four-fifths have aides who are proficient in the students' non-English language. In reading/language arts, the match between LEP students' language and aides' proficiency in that language is not as strong. In both grades, fewer than half of the LEP students have aides in their reading classes who speak their native language.

Languages Used for LEP Student Instruction

The mix of language of instruction used by teachers (English or native, non-English language) to provide classroom instruction has received a great deal of policy attention. The Ramirez study, for example, was designed explicitly to discover the relative efficacy of instructional approaches that use only English, or that use a native, non-English language over a long period of time (1991). This section will shed some light on this issue by presenting information about teacher and aide patterns of language use in classrooms with LEP students. However, since these data are based on teacher self-reports and teachers may overestimate their proficiency, the results should be interpreted with caution.

Less than one-half of LEP students have teachers who provide any instruction in a language other than English (Appendix A, Exhibit A4.16). However, in both grades, the higher a school's level of poverty, the more likely it is that LEP students in that school receive some instruction in a language other than English. Of 1st grade LEP students in high poverty schools, about 70 percent receive some math instruction in another language, compared to about 17 percent in medium-low poverty schools (20-34%). For reading/language arts, the corresponding percents are 57 percent in high poverty schools and only

12 percent in medium-low poverty schools. This finding is not surprising since high poverty schools have high concentrations of LEP students and, therefore, have a strong need for teachers who can provide instruction in languages other than English.

In classrooms where a language other than English is used for some part of the instruction, teachers estimate that on average, about 60 percent of teacher instruction for 1st graders and about one-half of teacher instruction for 3rd graders is in the non-English language. First grade LEP students in high poverty schools have teachers who estimate that, on average, about 70 percent of their reading/language arts instruction is in a language other than English. In high LEP concentration schools, the corresponding average is about 66 percent, compared to about 17 percent in medium-low LEP concentration schools (5-24%). The pattern is similar for 3rd grade students. In high LEP concentration schools, a much larger proportion of instruction is in non-English than in low LEP concentration schools (Appendix A, Exhibits A4.16 and A4.17).

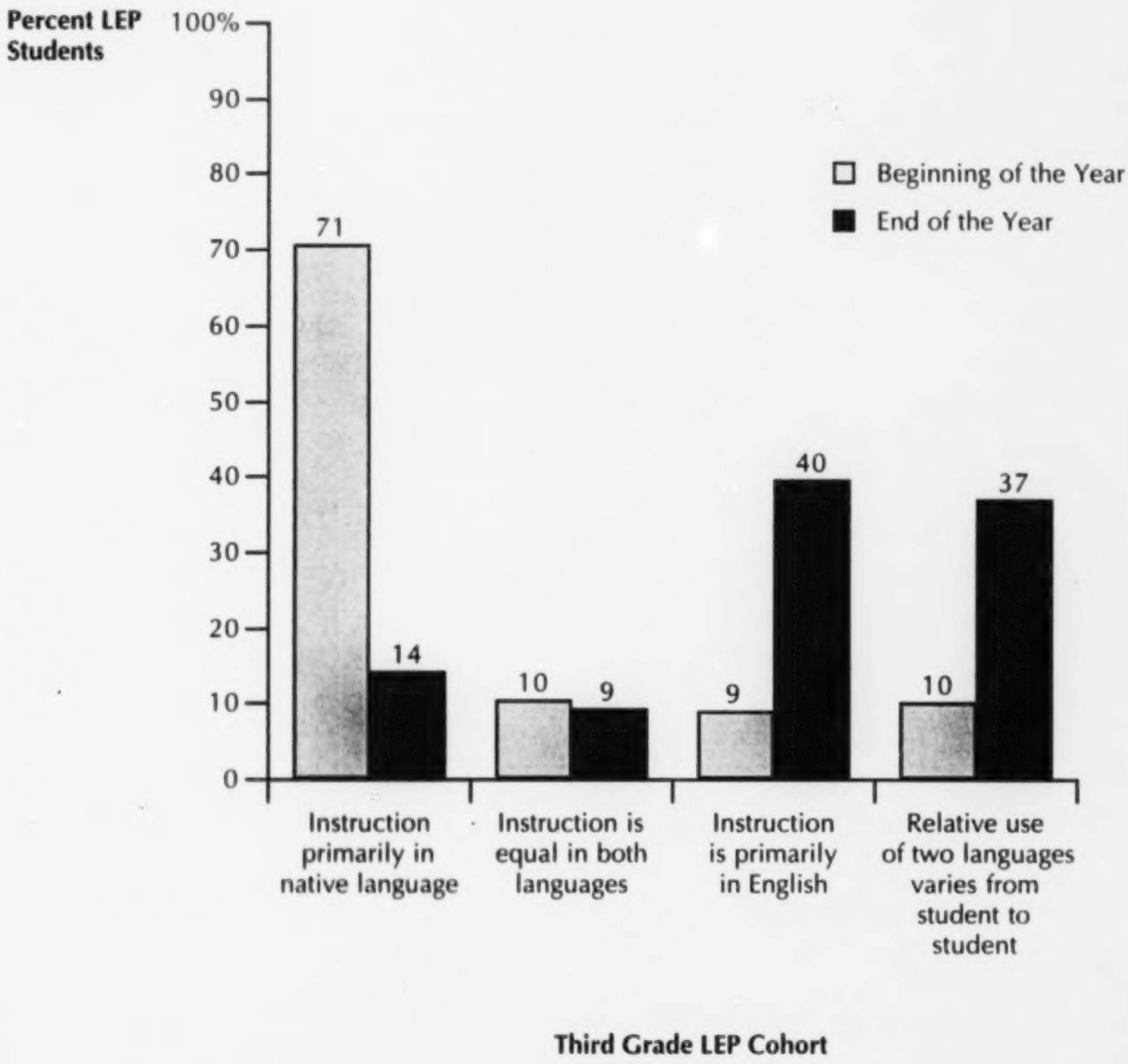
In these same classrooms (where some content instruction is not in English), at the beginning of the school year 60 to 70 percent of LEP students have teachers reporting that their instruction is primarily in a language other than English, and that English is used to supplement instruction. Of LEP students in high poverty schools, about three quarters of 1st graders and 85 percent of 3rd graders have English teachers who report that most of their instruction is in a language other than English (Appendix A, Exhibits A4.18 and A4.19).

By the end of a single school year there is a dramatic shift away from primary use of a non-English language for instruction in content areas (Exhibit 4.3). Of LEP students in classes where some instruction is in a non-English language, only 14 percent of 3rd graders are in classrooms where instruction is primarily in the students' native language. These results support the findings reported in the Ramirez study, which used a much smaller number of sites than this study.

This early, abrupt shift from non-English to English for instruction in content areas may not necessarily be in the LEP students' best interest. Some researchers believe that strong, positive support for bilingualism enhances cognitive and social growth in language minority students. Psycholinguists and sociolinguists suggest that maintaining and developing the native language in no way interferes with language minority students' English acquisition (Stanford Working Group, 1993). In fact, the goal of some bilingual programs (and part of Goals 2000) is the development of multilingual skills.

Exhibit 4.3

Shifts in Language Used for Instruction from Beginning to End of Year for 3rd Grade LEP Cohort



Source: *Prospects,* Classroom Teacher Questionnaire: 12-month follow-up study, LEP/LM supplement (weighted percentages)

LEP Students' Instructional Time

Regular classroom teachers, regardless of whether the instruction was entirely in English or partially in the students' native language, estimated the proportion of students' instructional time spent speaking, listening, reading, and writing in English **and** non-English. In the 1st grade, teachers estimate that on average, over 60 percent of students' instructional time in both reading/language arts and math is spent speaking, listening, reading, and writing English (Appendix A, Exhibits A4.20 and A4.21). In the 3rd grade cohort, the estimates are higher—about three-quarters of students' time for reading/language arts. These patterns of using English and non-English for instruction vary with level of school poverty. For example, 1st grade LEP students in high poverty schools have teachers who estimate that on average, about one-half of their students' instructional time in reading/language arts is spent speaking, listening, reading, and writing in their native language. In lower poverty schools (20-34%), much less of the LEP students' instructional time is spent in instruction using a non-English language: about 6 percent in reading/language arts and 8 percent in math. The same pattern exists for 3rd graders, with students in high poverty schools being much more likely to use non-English language instruction than students in low poverty schools. These findings are not surprising given the fact that LEP students are concentrated much more heavily in high poverty schools.

Instructional Materials Used with LEP Students

The instructional materials teachers use with LEP students can influence how students are grouped for instruction and in turn, influence the patterns of interaction among students in the class. For example, if LEP students are provided different materials than English proficient (EP) students, they may be placed in instructional groups only with other LEP students. Such group placement may segregate LEP students and may work against instructional interaction with the EP students in the class.

Teachers who have LEP students in their classes were also asked to compare the instructional materials used by LEP students and EP students. About four-fifths of LEP students in both grades have math teachers who report using the same instructional materials with LEP students and EP students for some part of their instruction (Appendix A, Exhibit A4.22). For reading/language arts in both grades, about two-thirds of LEP students have teachers who use the same materials with EP and LEP students for some of their instruction.

The patterns of language used in instructional materials is related to level of school poverty. LEP students, across both grades and content areas, in high poverty schools are more likely to have teachers who use non-English materials different from EP students than are students in lower poverty schools. As an example, more than one-half of the 1st grade LEP students in high poverty schools use a non-English version of the same math materials used by EP students, compared to only 2 percent in medium low poverty schools (20-34%).

There are no clear relationships between language used in instructional materials and level of LEP concentration of the school at the 3rd grade level (Appendix A, Exhibit A4.23). For 1st grade, data are presented only for medium and high levels of LEP concentration. There are clear differences between these two groups of LEP students. For instance, 90 percent of 1st grade LEP students in medium LEP concentration schools (5-24 %) have teachers who use the same materials in reading and math for LEP and EP students. In high LEP concentration schools, the corresponding figures are 51 percent for reading and 77 percent for math. In reading, 31 percent of LEP students in high LEP concentration schools have teachers who use non-English materials that are different from those used by EP students, compared to only 6 percent in medium LEP concentration schools.

ESL Instruction in Regular Classroom

As noted earlier, the concept of ESL instruction can mean different things to different teachers. For some, it may mean teaching the listening, speaking, reading, and writing skills of the English language. In contrast, other teachers view ESL instruction as using English language instruction in content areas such as math and/or reading. In this analysis, there is no way to distinguish between these different concepts of ESL instruction. Notwithstanding this limitation, the results of the analysis are presented below.

Over half of the LEP students in both grades have classroom teachers who indicate that they teach ESL as part of their regular classroom instruction. This is especially true for students attending high poverty schools or high LEP concentration schools (Appendix A, Exhibits A4.24 and A4.25). In both grades, about two-thirds of the LEP students in high poverty schools or schools with high concentrations of LEP students have classroom teachers who say they teach ESL as part of their instruction.

That many LEP students have regular teachers providing ESL instruction in their classrooms does not necessarily ensure that these teachers are trained or qualified to provide this instruction. However, if teachers are proficient in the predominant non-English language spoken by their students, they can be more effective in providing ESL instruction. This language proficiency allows teachers to have some form of communication with their students as they are teaching them English.

Only a minority of LEP students (34% of 1st graders and 24% of 3rd graders) have regular teachers providing ESL instruction who have obtained state certification to teach ESL (Exhibit 4.4). At the same time, over half of the LEP students in 3rd grade and 70 percent of the 1st graders have teachers providing ESL instruction who report being proficient in the predominant non-English language (Exhibit 4.4). This discrepancy between teacher ESL certification and language proficiency may be explained in part by the fact that not all states require ESL/BE teacher certification.

Students whose predominant non-English language is Spanish are more likely than other LEP students to be in classes where the teacher provides ESL instruction and reports being proficient in Spanish. However, students in classes where the predominant non-English language is one other than Spanish are not likely to receive ESL instruction in their regular classroom since their teachers often lack proficiency in those languages.

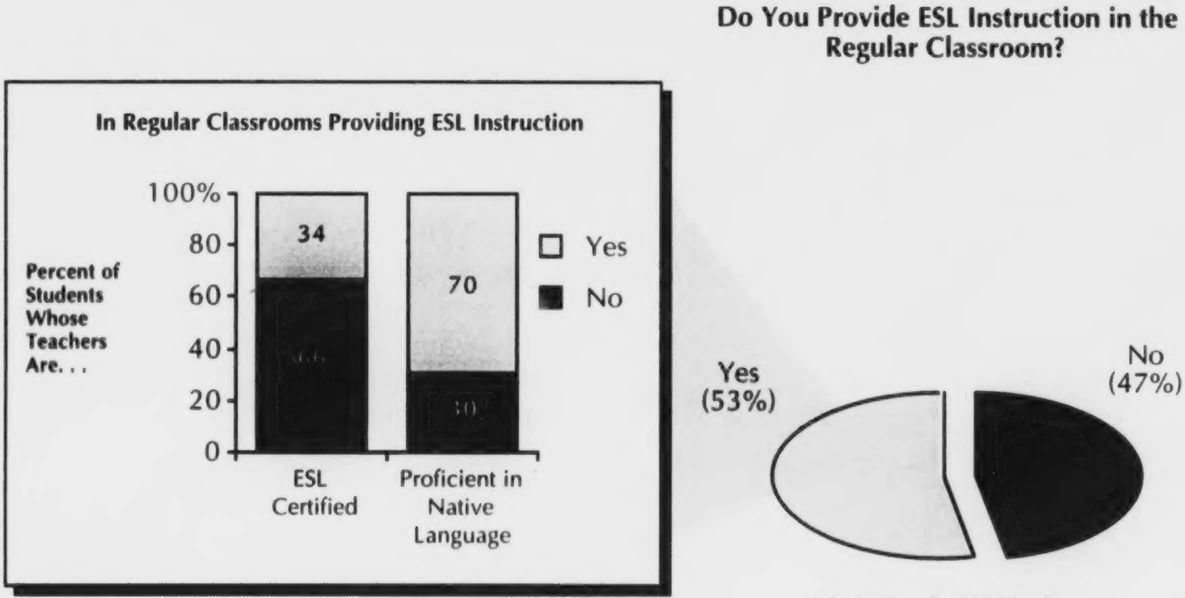
Of the LEP students receiving ESL instruction in their regular classrooms, about one-half of the 1st graders and two-thirds of the 3rd graders are placed in groups to receive ESL instruction. Teachers use multiple criteria to form these instructional groups (Appendix A, Exhibits A4.24 and A4.25). In both grades, LEP students are most often grouped on the basis of having similar oral English ability (64% of 1st graders and 68% of 3rd graders). LEP students in 3rd grade are also grouped on the basis of their reading and writing ability in English. In addition, across both grades, instructional groups are also structured to represent a diversity of abilities in English (21% of 1st graders and 35 percent of 3rd graders).

Coordination Between Regular and ESL/bilingual Instruction

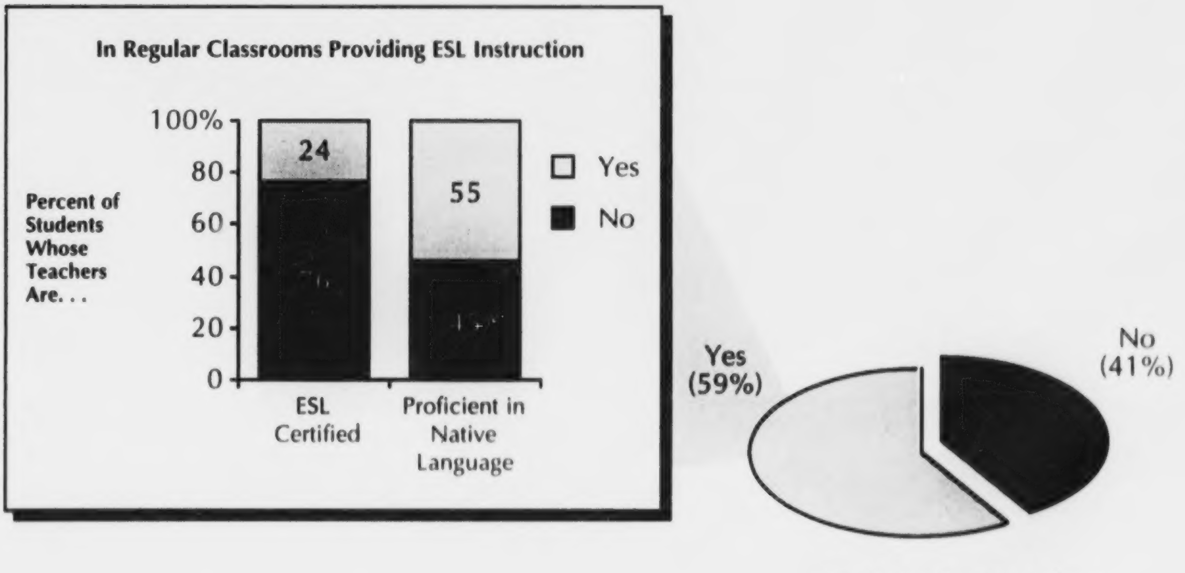
Principals (or some individual designated by the principal) completed surveys that describe school characteristics and the programs offered within the school. Because there are insufficient data in two of

Exhibit 4.4

ESL Certification and Non-English Language Proficiency of Classroom Teachers Who Provide ESL Instruction in Their Classrooms by Grade Cohort



First Grade LEP Cohort



Third Grade LEP Cohort

Source: *Prospects,* Classroom Teacher Questionnaire: 12-month follow-up study, LEP/LEM supplement (weighted percentages) the poverty levels and in one of the LEP concentration levels, reliable comparisons across poverty and LEP concentration levels cannot be made (Appendix A, Exhibits A4.26 and A4.27).

One primary method of coordination between regular and ESL/bilingual staff is through daily or weekly informal discussions. About two-thirds of the 1st grade LEP students and one-half of the 3rd grade students are in schools where such informal discussions are held daily. Similarly, another one-quarter of LEP students (in both grades) are in schools where informal discussions are held weekly.

Another activity to coordinate instruction is a common planning period for ESL/bilingual and regular staff. About one-half of the LEP students in both grades are in schools where common planning periods occur on a daily or weekly basis. Three-quarters of the 3rd grade LEP students are in schools that have such periods daily or weekly.

Meetings and/or conferences between ESL/bilingual and regular staff to discuss instructional coordination generally occur weekly or monthly in most schools. About three-quarters of the LEP students in 1st or 3rd grade are in schools where these meetings occur weekly or monthly. Moreover, in high poverty schools more than one-quarter of 1st grade LEP students are in schools where meetings to discuss instructional coordination occur annually or not at all.

About two-thirds of LEP students are in schools where consultation between ESL/bilingual and regular classroom staff on development of written lesson plans for ESL/bilingual participants is done weekly or monthly. In high poverty schools, in both grades, one-quarter of LEP students are in schools where these consultations occur much more frequently, on a daily basis.

ESL/bilingual and regular staff share written records less frequently. About two-thirds of the LEP students in both grades are in schools where sharing of records occurs monthly or annually.

Teacher Perception of LEP Students

Teachers were asked to assess LEP students on several characteristics related to their learning capabilities. There are substantial numbers of LEP students in both grades whose teachers **do** agree with the notion that, although most LEP students may want to learn, they do not have the appropriate background for schoolwork (Appendix A, Exhibits A4.28 and A4.29). Among LEP students, about 40 percent of the 1st graders, and one-third of the 3rd graders have teachers who say they **do** agree with this statement. Moreover, in high poverty schools where there are many LEP students, about half of the 3rd grade students have regular classroom teachers who support this view.

Virtually all LEP students in the 1st and 3rd grade cohorts have teachers who responded that they do **not** believe that LEP students will always score lower than average, or do not want to learn. These views are consistent across school poverty levels and levels of LEP concentration.

Similarly, few LEP students have teachers who believe the LEP students have short attention spans. Less than 5 percent of 1st grade LEP students have teachers who hold this view. One-sixth of the LEP students in the 3rd grade cohort, however, have teachers who agree with this statement, including teachers of about one-quarter of 3rd grade LEP students.

In summary, virtually all teachers report that they view LEP students as they would English-proficient students in terms of motivation to learn and performance. But at the same time, a disturbingly high proportion of students have teachers who see two barriers that preclude LEP students from performing well in school: not the right background to do schoolwork and (for students in high poverty schools) a short attention span. Inappropriate background may be another way for teachers to indicate LEP students' lack of proficiency with the English language. It may be that teachers who hold these views believe that LEP students' lack of knowledge of the English language makes it hard for them to pay attention for long periods of time.

Conclusion

The success that LEP students may attain in school is influenced in part by the nature of the educational services they receive. This report does not examine this relationship but, instead, presents preliminary descriptions of educational services and outcomes. Future *Prospects* reports will analyze this relationship in more detail. Notwithstanding these comments, the findings reported here reveal that LEP students are underserved, with many receiving only limited services or no services at all. Fifty-three percent of 1st grade LEP students and 37 percent of 3rd grade LEP students received no supplementary reading services. Over 30 percent of LEP students do not receive any ESL/bilingual assistance from any source. In addition, of all low-achieving LEP students, more than 40 percent were not given any supplementary reading help. The percentages receiving assistance in math classes were even smaller.

Taken together, these findings indicate that more support services are needed if LEP students are to attain the same level of success in school as their English proficient counterparts.

Of all LEP students, those in higher poverty schools have greater access to supplementary services and to resources for language minority students. Compared to students in low and medium poverty or low LEP concentration schools, students in high poverty or high LEP concentration schools are more likely to receive Chapter 1 services, to have teachers and aides with ESL certification or certification to teach bilingual education, and to have teachers who speak their native language (although the likelihood is low that a teacher will be fluent if the predominant language is not Spanish. Students in higher poverty schools also spend more of their own instructional time working in their native language, have greater access to non-English instructional materials, and frequently receive ESL instruction in their regular classroom.

Schools do not appear to use arbitrary criteria to determine student entry to and exit from ESL/bilingual programs. Most LEP students are in schools that use multiple standards to make these decisions, with the primary use of criteria to gauge students' non-English and English language proficiencies.

The quality of the education LEP students receive may also influenced by the languages teachers use to provide instruction in their classrooms. Although some teachers use a native, non-English language in their classrooms, instructors may conduct teaching of content areas in English. In classrooms where instruction is provided in a non-English language, teachers increase their use of English over the course of a year.

Teachers' perceptions about the learning ability of LEP students may also affect the quality of instruction these students receive. A significant number, for example, believe that LEP students do not have the appropriate background experience that prepares students for schoolwork, event though they do not believe that LEP students score lower than average. Further, in high poverty schools, one-quarter of LEP students have teachers who report that LEP students have shorter attention spans. These perceptions may well reflect LEP students' lack of proficiency with the English, rather than shortcomings in behaviors important for school success, since in many other areas teacher perceptions of LEP students are no different than their perceptions of students in general.

In summary, the analysis of the educational services provided to LEP students has provided several interesting findings. First, schools report using multiple criteria that focus on students' English and non-English language proficiencies to determine student entry into and exit from ESL/bilingual programs. Second, a significant number of LEP students may not receive the supplementary services they need in order to succeed in school. This is true even though such services are most accessible to students in schools where they are most needed, those with high levels of poverty and high concentrations of LEP students. Third, some classroom teachers believe that LEP students have short attention spans and lack the appropriate background experiences to do schoolwork. Fourth, teachers who provide some content area instruction in a non-English language, shift as the year progresses to a greater use of English as their students are improving their English language proficiencies.

CHAPTER 5: CONCLUSION

This chapter presents a brief overview of the major findings of the study, and then sets forth the direction for the analyses to be conducted in year two of the study. To review, the purpose of the first year of the study was to provide cross-sectional, descriptive information based on data collected in the 1992 survey year on limited English proficient (LEP) and other language minority (LM) students.[1] This first study presents cross-sectional snapshots of student demographics and academic performance, profiles of the supplementary services they receive, and information about the characteristics of the teachers and staff instructing LEP students. The data collected thus far represent only one point in time (1992) and therefore cannot be used to investigate the dynamics of change over time with regard to any of these variables. Longitudinal analyses will be conducted in the second year of the study after data have been collected at two points in time (spring 1992 and 1993).

Overview of Findings

Nationally, language minority students comprise about one-sixth of all students in the 1st and 3rd grades. About 40 percent of LM students are classified as LEP. Many LEP students are particularly disadvantaged, coming from very poor families and typically living in communities (mostly urban) with high concentrations of poverty. Their parents have especially low levels of educational attainment, are often unemployed, have only limited proficiency in English, and rarely speak English at home. More than three-quarters of LEP students are Hispanic and are more likely to live in the Western and Southern regions of the country than elsewhere.

Many LEP students are not receiving the quality instruction and services they need. For instance, although most LEP students participate in some form of supplementary education, almost one-third do not receive ESL/bilingual assistance from any source (federal, state, or local), largely because they attend schools that lack these services. This suggests that many schools appear to have difficulty complying with Title VI of the Civil Rights Act, which guarantees special assistance for LEP students so they can participate equally in educational programs. Perhaps better monitoring and additional technical assistance to states are needed to ensure compliance with these Federal statutes.

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[1] The one exception is that standardized test score data were reported for the 1991 and 1992 survey years.

The study also found that many low-achieving LEP students do not receive supplemental assistance in reading and math. More than 40 percent of low-achieving LEP students receive no supplemental (federal, state or local) help in reading/language arts. More than two-thirds of 1st grade low-achieving students do not participate in supplementary programs in math. Unless these low-achieving children receive supplementary assistance that extends beyond English language development into the content areas, recent reform goals to help all children meet high academic standards will not be successful.

Providing more supplemental assistance alone is unlikely to solve the problem. Classroom teachers and staff must be adequately prepared to teach LEP students and must use materials that are appropriate for developing their skills. The study offers some evidence to suggest this is not always the case. Less than half of LEP students have teachers who provide regular classroom instruction in content areas using a language other than English. Also, only a small proportion of LEP students have regular classroom teachers who have ESL or bilingual education certification. These findings highlight the continuing need for more training of bilingual staff to instruct students in their native language, as well as in the training of non-bilingual teachers to teach content in English to LEP students.

Further, about two-thirds of LEP students use the same reading/language arts instructional materials as their English-proficient classmates. This may be a problem if teachers do not adapt these materials for LEP students who are still learning the English language.

In light of the findings that many low-achieving LEP students are not getting the additional help they need and some of their teachers may not have adequate preparation, it is not surprising that LEP students are not performing as well academically as their grade peers. LEP students in primary grades do not perform as well academically as their grade peers across several indicators of academic achievement, including grades, standardized tests, teacher judgments and student self-assessments.

Although they do not perform as well academically, LEP students are judged by teachers to be similar to their peers in their level of motivation, interest in school and in several affective traits related to successful school behavior (e.g., self-esteem, friendliness and respect for authority). In contrast, many LEP students are perceived by their teachers as lacking the right background to do schoolwork and as having short attention spans. These perceived barriers to success in school may be related to LEP students' lack of English-language proficiency.

The study also reported an important finding about measuring students' academic achievement and performance-based accountability. The majority LEP students were not administered the 1992 Comprehensive Test of Basic Skills (CTBS) achievement tests as part of *Prospects*, due to limited English language skills. Even though many of these LEP students were administered the Spanish Assessment of Basic Education (SABE) instead of the CTBS, more than one-quarter, were not administered any achievement test (either the CTBS or the SABE) at all. This raises the important issue of how to monitor the performance of all LEP students so that schools and districts can be held accountable for their progress. If schools and districts are going to administer large-scale assessments, then some provisions have to be made to assess the LEP students who are not yet skilled in the English language.

Plans for Year Two of the Study

The second year of the study will, at a minimum, analyze data collected at two points in time, 1992 and 1993.[2] The study will describe LEP students based on the spring, 1993 data collection. The description will include, but not be limited to, LEP students' native language, their proficiency in English, social and economic background, their academic achievement, rates of grade retention and rates of referrals to special education. As noted earlier, since data represent two time points, analyses of changes in important areas that have occurred from 1992 to 1993 can be conducted. These include, but are not limited to:

- LEP students' academic progress in math and reading (as measured by grades, teacher judgements and standardized tests), as well as in their mastery of the English language (listening, speaking, reading and writing);
- the relationship between the educational services received by LEP students (e.g., Chapter 1, Title VII, ESL) and changes in their academic performance;

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[2] The second year study may also use data collected in the spring of 1994. No decision on this issue has as yet been made.

- comparison of LEP students in and not in Chapter 1 schoolwide project schools, to examine empirically students' access to educational resources.
- the timing and nature of LEP students' transitions to English language classrooms;
- LEP students' rate of entry and exit patterns from special programs (e.g., Chapter 1, Title VII, ESL);
- Changes in teachers' perceptions of LEP students (e.g. academically relevant social and behavioral traits);
- the relationship between schools' coordination of educational services and gains in LEP students' academic outcomes;
- the relationship between school structure and the educational performance of LEP students; and
- changing patterns of language use in the homes of LEP students and as well as other external factors including, homework, participation in summer school and participation in school clubs.

In summary, year two of the study will extend beyond the detailed descriptions presented in this report. The major contribution of the second year report will be to investigate changes from 1992 to 1993 in LEP students and schools and then to analyze what factors are related to those changes.

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APPENDIX A:

EXHIBITS

Exhibit A2.1
Family Receipt of Public Assistance by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Family Receipt of Public Assistance	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
AFDC	11.0%	4.7%	10.0%	16.6%	23.7%	26.9%	18.3%	*	3.0%	10.8%	4.4%	10.0%	6.7%
SSI	2.0%	1.9%	0.7%	2.2%	3.8%	6.1%	3.5%	*	3.3%	3.9%	0.7%	2.6%	1.9%
Unemployment benefits	6.4%	0.9%	11.7%	3.4%	4.4%	4.1%	4.5%	*	0.2%	1.9%	0.8%	1.8%	1.2%
3rd Grade Cohort													
AFDC	7.9%	0.5%	4.6%	20.0%	10.6%	18.2%	11.3%	*	0.6%	10.5%	5.3%	9.7%	7.9%
SSI	2.1%	0.4%	0.0%	1.9%	3.2%	4.8%	2.4%	*	2.6%	2.0%	2.5%	2.0%	2.6%
Unemployment benefits	6.9%	4.3%	7.8%	8.2%	4.0%	4.2%	5.0%	*	3.3%	3.6%	3.7%	2.7%	3.5%
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.2
Family Receipt of Public Assistance by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Family Receipt of Public Assistance	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
AFDC	11.0%	14.4%	27.1%	10.8%	18.3%	*	6.7%	7.2%	6.7%
SSI	2.0%	4.0%	4.0%	1.1%	3.5%	*	2.2%	1.6%	1.9%
Unemployment benefits	6.4%	4.7%	4.9%	3.1%	4.5%	*	0.2%	1.5%	1.2%
3rd Grade Cohort									
AFDC	7.9%	13.6%	7.3%	12.0%	11.3%	*	3.8%	8.8%	7.9%
SSI	2.1%	2.9%	2.5%	1.1%	2.4%	*	1.8%	2.0%	2.6%
Unemployment benefits	6.9%	5.6%	4.5%	4.4%	5.0%	*	3.5%	2.7%	3.5%
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Source: *Prospects*, Parent Questionnaire

Exhibit A2.3
Mothers' Highest Educational Attainment by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Mothers' Highest Educational Attainment	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Less than high school diploma	13.3%	8.9%	22.8%	10.9%	35.6%	37.4%	25.7%	*	26.7%	40.6%	55.4%	56.9%	49.6%
High school diploma/GED	31.2%	21.6%	38.7%	30.5%	33.3%	34.6%	31.4%	*	13.4%	22.4%	27.2%	22.9%	23.0%
Vocational/trade school	10.6%	5.9%	6.5%	5.2%	13.4%	7.8%	8.8%	*	9.8%	6.2%	6.6%	6.9%	6.6%
Some college	19.5%	17.8%	15.3%	20.0%	9.4%	13.5%	13.9%	*	7.9%	18.0%	4.4%	6.9%	6.6%
2-Year college degree	8.1%	3.4%	3.9%	9.4%	4.7%	1.9%	4.4%	*	12.5%	2.9%	2.3%	1.7%	6.5%
4-Year college degree	13.2%	30.7%	6.1%	15.7%	1.9%	3.4%	10.6%	*	16.6%	9.5%	1.8%	3.5%	4.6%
Master's/Ph.D.	4.2%	11.8%	6.7%	8.3%	1.7%	1.4%	5.2%	*	13.1%	0.5%	2.2%	1.2%	3.2%
Missing data	22.1	3.1	5.4	7.5	6.0	10.3	6.3	*	1.6	12.2	4.0	11.1	8.0
3rd Grade Cohort													
Less than high school diploma	11.1%	7.8%	9.0%	16.4%	35.6%	42.1%	25.4%	*	15.2%	29.4%	50.2%	67.8%	51.8%
High school diploma/GED	31.6%	26.5%	44.5%	35.7%	29.2%	34.0%	32.6%	*	41.2%	46.8%	24.6%	13.3%	22.6%
Vocational/trade school	10.3%	9.5%	10.0%	6.5%	8.8%	6.6%	8.1%	*	9.2%	2.1%	5.5%	7.1%	7.3%
Some college	18.0%	12.5%	13.7%	13.8%	16.0%	11.6%	13.6%	*	13.5%	4.8%	11.1%	6.2%	7.9%
2-Year college degree	7.9%	8.5%	6.6%	8.1%	2.9%	2.7%	5.2%	*	7.5%	10.3%	3.2%	2.7%	5.3%
4-Year college degree	14.3%	27.0%	12.1%	13.5%	3.7%	1.5%	10.6%	*	9.6%	5.0%	4.5%	1.7%	3.8%
Master's/Ph.D.	6.9%	8.1%	4.2%	5.9%	3.7%	1.43%	4.4%	*	3.8%	1.7%	0.8%	1.1%	1.3%
Missing data	25.3	3.7	5.1	7.6	10.1	11.1	7.9	*	8.8	6.8	8.5	10.8	9.8
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.

Source: *Prospects*, Parent Questionnaire

Exhibit A2.4
Mothers' Highest Educational Attainment by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

		Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
Mothers' Highest Educational Attainment	**All Public School Students**	**0-4%**	**5-24%**	**25-100%**	**Total Other LM**	**0-4%**	**5-24%**	**25-100%**	**Total LEP**
1st Grade Cohort									
Less than high school diploma	13.3%	23.0%	30.5%	23.1%	25.7%	*	43.2%	55.5%	49.6%
High school diploma/GED	31.2%	31.5%	32.4%	27.8%	31.4%	*	27.1%	22.1%	23.0%
Vocational/trade school	10.6%	5.6%	11.6%	14.2%	8.8%	*	4.3%	8.1%	6.6%
Some college	19.5%	14.5%	11.6%	17.9%	13.9%	*	7.5%	6.3%	6.6%
2-Year college degree	8.1%	4.0%	3.8%	8.4%	4.4%	*	4.1%	2.5%	6.5%
4-Year college degree	13.2%	15.7%	4.7%	6.2%	10.6%	*	4.9%	4.1%	4.6%
Master's/Ph.D.	4.2%	5.7%	5.5%	2.4%	5.2%	*	8.9%	1.4%	3.2%
Missing Data	22.1	6.2	6.5	5.8	6.3	*	5.9	8.2	8.0
3rd Grade Cohort									
Less than high school diploma	11.1%	16.4%	34.1%	43.1%	25.4%	*	42.6%	58.6%	51.8%
High school diploma/GED	31.6%	36.3%	28.6%	26.4%	32.6%	*	26.0%	19.8%	22.6%
Vocational/trade school	10.3%	7.9%	7.8%	9.7%	8.1%	*	9.7%	6.0%	7.3%
Some college	18.0%	12.4%	15.4%	14.3%	13.6%	*	12.0%	6.1%	7.9%
2-Year college degree	7.9%	6.8%	3.4%	2.9%	5.2%	*	3.4%	5.0%	5.3%
4-Year college degree	14.3%	15.0%	6.1%	2.9%	10.6%	*	6.3%	2.5%	3.8%
Master's/Ph.D.	6.9%	5.2%	4.7%	0.7%	4.4%	*	0.2%	2.1%	1.3%
Missing Data	25.3	8.0	8.2	6.9	7.9	*	11.5	9.8	9.8
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.5
Mothers' Employment Status by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Mothers' Employment Status	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Works full-time	44.7%	34.7%	47.6%	53.4%	40.7%	35.5%	40.8%	*	33.9%	41.6%	56.8%	40.2%	44.2%
Works part-time	17.2%	25.6%	6.1%	8.3%	15.4%	12.4%	14.9%	*	21.4%	8.7%	9.7%	10.3%	13.2%
Homemaker	30.0%	35.1%	36.9%	28.7%	32.3%	32.2%	33.3%	*	30.1%	45.2%	23.3%	38.4%	32.1%
Unemployed	3.9%	3.5%	7.5%	6.5%	8.1%	12.0%	7.5%	*	9.9%	4.1%	8.9%	7.9%	7.5%
Retired/disabled	0.8%	0.6%	1.0%	0.1%	2.7%	5.5%	2.2%	*	0.0%	0.0%	0.9%	1.2%	0.8%
Student	3.2%	0.6%	0.9%	3.0%	0.8%	2.4%	1.3%	*	4.6%	0.5%	0.3%	2.1%	2.1%
Missing Data	21.0	2.7	4.0	5.4	2.0	9.6	4.2	*	1.0	8.0	5.3	13.4	8.3
3rd Grade Cohort													
Works full-time	49.9%	54.3%	50.6%	47.4%	42.2%	41.0%	45.8%	*	53.1%	46.5%	54.4%	38.6%	45.6%
Works part-time	19.8%	16.0%	17.3%	12.6%	13.4%	11.7%	13.8%	*	27.2%	17.2%	12.8%	11.3%	14.1%
Homemaker	22.1%	24.9%	25.6%	24.1%	26.0%	32.0%	27.4%	*	15.0%	29.3%	26.2%	34.7%	29.7%
Unemployed	4.2%	2.8%	4.9%	9.6%	4.8%	8.7%	6.2%	*	0.7%	1.4%	4.4%	7.2%	4.9%
Retired/disabled	1.5%	0.0%	0.5%	2.8%	7.6%	2.0%	3.0%	*	4.0%	0.4%	0.9%	3.8%	2.5%
Student	2.4%	2.0%	1.3%	3.5%	6.0%	4.7%	3.8%	*	0.0%	5.3%	1.4%	4.5%	3.2%
Missing Data	25.1	5.4	8.4	3.6	4.0	9.8	6.2	*	1.9	2.4	7.0	11.2	9.2
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.6
Mothers' Employment Status by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Mothers' Employment Status	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Works full-time	44.7%	34.5%	46.2%	52.5%	40.8%	*	38.0%	47.7%	44.2%
Works part-time	17.2%	20.9%	8.6%	6.8%	14.9%	*	14.3%	10.1%	13.2%
Homemaker	30.0%	35.2%	30.1%	34.8%	33.3%	*	37.1%	30.9%	32.1%
Unemployed	3.9%	6.7%	10.0%	3.0%	7.5%	*	6.5%	8.7%	7.5%
Retired/disabled	0.8%	1.9%	3.2%	0.6%	2.2%	*	0.3%	1.0%	0.8%
Student	3.2%	0.7%	1.9%	2.3%	1.3%	*	3.9%	1.7%	2.1%
Missing data	21.0	3.8	3.9	7.2	4.2	*	7.2	9.7	8.3
3rd Grade Cohort									
Works full-time	49.9%	44.5%	48.6%	44.6%	45.8%	*	53.1%	45.4%	45.6%
Works part-time	19.8%	16.1%	11.7%	9.3%	13.8%	*	14.7%	11.8%	14.1%
Homemaker	22.1%	25.6%	26.1%	38.2%	27.4%	*	25.4%	30.6%	29.7%
Unemployed	4.2%	6.5%	6.4%	4.2%	6.2%	*	2.7%	6.5%	4.9%
Retired/disabled	1.5%	3.3%	3.4%	0.6%	3.0%	*	1.4%	2.5%	2.5%
Student	2.4%	4.0%	3.8%	3.1%	3.8%	*	2.7%	3.3%	3.2%
Missing data	25.1	6.0	6.7	5.7	6.2	*	10.1	9.5	9.2
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.7
Parental Marital Status by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

		Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
Marital Status	All Public School Students	0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Married (or living in a marriage-like relationship)	79.1%	88.0%	87.0%	76.3%	66.2%	55.3%	72.6%	*	79.1%	70.2%	85.7%	81.8%	83.8%
Divorced/widowed/ separated	15.7%	7.9%	8.9%	17.1%	25.3%	25.1%	18.4%	*	14.8%	25.1%	11.4%	13.5%	12.4%
Never married	5.3%	4.1%	4.1%	6.6%	8.5%	19.6%	9.0%	*	6.1%	4.7%	2.9%	4.7%	3.8%
Missing data	18.7	0.0	5.0	6.7	13.9	20.3	10.7	*	20.2	35.7%	29.5	30.8	28.4
3rd Grade Cohort													
Married (or living in a marriage-like relationship)	80.0%	88.3%	89.2%	70.2%	77.0%	62.2%	76.3%	*	90.3%	86.7%	84.7%	75.7%	80.4%
Divorced/widowed/ separated	16.1%	11.3%	9.6%	19.0%	17.4%	23.5%	16.8%	*	6.8%	4.8%	8.8%	15.5%	12.3%
Never married	3.9%	0.5%	1.2%	10.8%	5.0%	14.3%	6.9%	*	2.9%	8.5%	6.5%	8.8%	7.3%
Missing data	23.0	7.3	7.5	8.9	16.7	21.1	14.1	*	31.4	24.9	27.0	36.3	33.0
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.8
Parental Marital Status by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Marital Status	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Married (or living in a marriage-like relationship)	79.1%	74.4%	67.6%	79.7%	72.6%	88.7%	79.6%	84.8%	83.8%
Divorced/widowed/separated	15.7%	15.0%	24.3%	14.8%	18.4%	10.2%	15.8%	11.3%	12.4%
Never married	5.3%	10.5%	8.1%	5.5%	9.0%	1.0%	4.7%	3.8%	3.8%
Missing data	18.7	3.4	8.7	34.9	10.7	13.6	21.9	32.2	28.4
3rd Grade Cohort									
Married (or living in a marriage-like relationship)	80.0%	74.1%	82.0%	72.4%	76.3%	70.6%	86.3%	78.5%	80.4%
Divorced/widowed/separated	16.1%	19.1%	13.0%	16.7%	16.8%	20.1%	8.4%	13.4%	12.3%
Never married	3.9%	6.9%	5.1%	10.9%	6.9%	4.4%	5.3%	8.1%	7.3%
Missing data	23.0	4.8	17.2	34.5	14.1	26.2	30.3	35.0	33.0
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Parent Questionnaire

Exhibit A2.9
Parents' Proficiency in English by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

With regard to English, how well do you do each of the following?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Understand someone else who is speaking English													
Very well	77.5%	82.2%	65.8%	86.0%	79.6%	79.8%	79.7%	*	36.4%	51.7%	33.7%	23.2%	32.8%
Pretty well	11.8%	13.2%	22.6%	13.8%	16.6%	14.1%	15.5%	*	35.6%	19.3%	27.2%	18.3%	24.3%
Not very well	7.3%	4.6%	11.6%	0.2%	3.3%	4.3%	4.2%	*	24.4%	17.5%	23.6%	40.4%	29.0%
Not at all well	3.5%	0.0%	0.0%	0.0%	0.6%	1.9%	0.6%	*	3.7%	11.6%	15.5%	18.1%	13.9%
Speak English													
Very well	75.2%	70.7%	62.3%	83.4%	76.5%	75.6%	74.5%	*	28.8%	36.5%	33.0%	17.4%	28.7%
Pretty well	12.6%	26.7%	21.3%	14.4%	19.7%	15.9%	20.1%	*	36.0%	28.2%	20.1%	20.3%	22.0%
Not very well	8.2%	2.5%	16.1%	2.3%	1.6%	6.1%	4.1%	*	31.7%	24.7%	32.0%	37.0%	33.1%
Not at all well	4.1%	0.1%	0.4%	0.0%	2.3%	2.4%	1.4%	*	3.5%	10.6%	14.9%	25.3%	16.2%
Read English													
Very well	75.1%	83.1%	61.4%	83.0%	75.3%	72.9%	76.3%	*	36.8%	37.9%	29.9%	17.5%	30.3%
Pretty well	12.4%	13.5%	25.4%	14.7%	18.4%	18.8%	17.5%	*	29.7%	23.1%	21.1%	21.1%	21.7%
Not very well	7.7%	3.5%	12.9%	2.3%	4.1%	5.4%	4.9%	*	26.7%	24.8%	28.7%	33.9%	28.7%
Not at all well	4.8%	0.0%	0.4%	0.0%	2.3%	2.9%	1.4%	*	6.8%	14.2%	20.4%	27.4%	19.3%
Write in English													
Very well	73.2%	76.8%	57.5%	80.9%	75.3%	69.9%	73.7%	*	33.7%	36.3%	28.1%	14.4%	27.6%
Pretty well	11.3%	16.7%	20.7%	16.9%	13.0%	18.1%	15.9%	*	29.3%	21.1%	18.5%	16.5%	18.3%
Not very well	9.2%	4.4%	19.8%	2.3%	7.1%	8.0%	7.3%	*	22.1%	20.8%	30.3%	33.3%	29.1%
Not at all well	6.3%	2.0%	2.1%	0.0%	4.6%	4.0%	3.1%	*	14.9%	21.9%	23.2%	35.8%	25.0%
Missing data**		1.0	5.2	5.8	15.4	24.7	12.2		31.0	44.9	42.6	42.3	39.6

(continued)

Exhibit A2.9
Parents' Proficiency in English by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

With regard to English, how well do you do each of the following?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
Understand someone else who is speaking English													
Very well	77.3%	82.8%	80.3%	75.6%	69.5%	64.5%	74.0%	*	23.2%	22.5%	30.5%	23.7%	27.0%
Pretty well	10.6%	14.1%	13.7%	19.8%	17.8%	19.1%	16.8%	*	40.8%	25.9%	21.0%	16.9%	21.6%
Not very well	9.0%	3.1%	6.1%	4.7%	11.3%	12.7%	8.0%	*	34.9%	46.8%	30.1%	41.6%	37.4%
Not at all well	3.1%	0.0%	0.0%	0.0%	1.4%	3.7%	1.3%	*	1.0%	4.8%	18.4%	17.9%	14.0%
Speak English													
Very well	75.1%	77.1%	70.3%	72.1%	61.9%	59.0%	67.6%	*	18.4%	24.7%	28.5%	20.2%	24.7%
Pretty well	10.8%	18.7%	17.6%	18.9%	21.0%	20.3%	19.4%	*	21.0%	28.4%	16.9%	12.3%	15.5%
Not very well	10.0%	4.2%	12.1%	6.8%	14.4%	15.1%	10.7%	*	59.5%	37.1%	34.4%	39.7%	38.9%
Not at all well	4.1%	0.0%	0.0%	2.2%	2.8%	5.6%	2.3%	*	1.1%	9.9%	20.2%	27.9%	21.0%
Read English													
Very well	75.3%	76.7%	74.0%	73.6%	63.6%	60.6%	69.0%	*	23.4%	26.3%	25.9%	19.3%	24.3%
Pretty well	11.5%	17.9%	15.6%	22.0%	20.3%	19.6%	19.0%	*	24.5%	26.9%	24.1%	17.9%	19.7%
Not very well	8.1%	2.6%	10.4%	2.0%	11.6%	14.3%	8.5%	*	52.1%	31.7%	27.0%	33.7%	33.1%
Not at all well	5.1%	2.9%	0.0%	2.4%	4.5%	5.6%	3.5%	*	0.0%	15.1%	23.0%	29.1%	22.9%
Write in English													
Very well	73.1%	68.6%	70.3%	72.7%	59.9%	58.6%	65.1%	*	22.1%	26.8%	22.1%	19.2%	23.2%
Pretty well	11.5%	23.0%	12.0%	20.0%	19.5%	13.8%	17.9%	*	25.6%	25.5%	26.3%	13.3%	17.9%
Not very well	9.0%	5.1%	16.2%	5.0%	14.4%	18.3%	11.9%	*	43.6%	32.1%	24.3%	31.7%	30.6%
Not at all well	6.4%	3.3%	1.5%	2.4%	6.3%	9.3%	5.1%	*	8.6%	15.6	27.3%	35.8%	28.3%
Missing data**	23.1	9.4	9.3	11.7	18.1	24.8	16.6		47.5	53.3	44.9	48.7	48.2
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.10
Parents' Proficiency in English by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

With regard to English, how well do you do each of the following?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Understand someone else who is speaking English									
Very well	77.5%	81.4%	80.7%	70.8%	79.7%	*	49.9%	24.8%	32.8%
Pretty well	11.8%	14.4%	15.6%	19.0%	15.5%	*	20.0%	25.1%	24.3%
Not very well	7.3%	4.1%	2.6%	9.7%	4.2%	*	22.9%	32.8%	29.0%
Not at all well	3.5%	0.1%	1.1%	0.5%	0.6%	*	7.2%	17.3%	13.9%
Speak English									
Very well	75.2%	75.2%	78.3%	61.0%	74.5%	*	41.5%	20.5%	28.7%
Pretty well	12.6%	21.0%	16.6%	27.0%	20.1%	*	25.6%	22.2%	22.0%
Not very well	8.2%	3.4%	4.4%	5.9%	4.1%	*	24.0%	36.9%	33.1%
Not at all well	4.1%	0.4%	0.7%	6.2%	1.4%	*	8.9%	20.5%	16.2%
Read English									
Very well	75.1%	80.6%	76.9%	60.4%	76.3%	*	40.4%	21.6%	30.3%
Pretty well	12.4%	16.0%	15.8%	27.2%	17.5%	*	21.3%	23.1%	21.7%
Not very well	7.7%	3.1%	6.5%	5.8%	4.9%	*	26.6%	31.2%	28.7%
Not at all well	4.8%	0.4%	0.8%	6.5%	1.4%	*	11.6%	24.1%	19.3%
Write in English									
Very well	73.2%	76.4%	76.3%	57.7%	73.7%	*	36.2%	19.2%	27.6%
Pretty well	11.3%	17.3%	12.2%	21.9%	15.9%	*	20.2%	18.9%	18.3%
Not very well	9.2%	4.9%	7.8%	13.8%	7.3%	*	30.4%	30.7%	29.1%
Not at all well	6.3%	1.4%	3.8%	6.6%	3.1%	*	13.3%	31.2%	25.0%
Missing data**	18.8	4.7	9.8	36.9	12.2		37.5	42.0	39.7

(continued)

Exhibit A2.10
Parents' Proficiency in English by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

With regard to English, how well do you do each of the following?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort									
Understand someone else who is speaking English									
Very well	77.3%	82.1%	66.2%	60.5%	74.0%	*	30.7%	25.7%	27.0%
Pretty well	10.6%	14.9%	18.5%	20.2%	16.8%	*	26.4%	17.7%	21.6%
Not very well	9.0%	2.3%	13.9%	16.2%	8.0%	*	28.5%	41.3%	37.4%
Not at all well	3.1%	0.7%	1.4%	3.1%	1.3%	*	14.4%	15.4%	14.0%
Speak English									
Very well	75.1%	77.5%	58.1%	52.2%	67.6%	*	28.8%	23.2%	24.7%
Pretty well	10.8%	18.2%	20.0%	22.4%	19.4%	*	15.7%	14.4%	15.5%
Not very well	10.0%	3.6%	18.6%	19.3%	10.7%	*	39.2%	38.5%	38.9%
Not at all well	4.1%	0.7%	3.4%	6.1%	2.3	*	16.4%	24.0%	21.0%
Read English									
Very well	75.3%	77.8%	60.6%	55.2%	69.0%	*	27.0%	23.1%	24.3%
Pretty well	11.5%	16.9%	20.7%	23.0%	19.0%	*	22.0%	19.4%	19.7%
Not very well	8.1%	3.2%	13.9%	16.5%	8.5%	*	31.7%	32.2%	33.1%
Not at all well	5.1%	2.1%	4.8%	5.4%	3.5	*	19.3%	25.3%	22.9%
Write in English									
Very well	73.1%	73.3%	58.0%	50.8%	65.1%	*	26.3%	22.5%	23.2%
Pretty well	11.5%	18.8%	15.0%	21.7%	17.9%	*	22.4%	15.3%	17.9%
Not very well	9.0%	5.2%	19.7%	19.3%	11.9%	*	27.2%	32.0%	30.6%
Not at all well	6.4%	2.8%	7.4%	8.2%	5.1	*	24.1%	30.2%	28.3%
Missing data**	23.1	6.2	17.7	40.7	16.6		48.2	49.1	48.2
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

** = Represents the largest proportion of missing data for the series of variables.

Source: *Prospects*, Parent Questionnaire

Exhibit A2.11
Use of Spoken English in Home by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Is English spoken in your home?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Always	64.6%	36.4%	42.6%	52.4%	54.0%	56.6%	49.8%	*	3.6%	7.9%	6.8%	2.4%	4.8%
Most of the time	14.2%	41.2%	28.7%	36.4%	36.0%	25.1%	34.0%	*	25.4%	24.6%	16.3%	9.8%	16.1%
Some of the time	12 5%	16.0%	26.9%	11.2%	8.6%	13.1	13.1%	*	55.9%	46.3%	38.8%	37.2%	42.2%
Hardly ever	6.0%	6.5%	0.9%	0.0%	0.3%	3.3%	2 2%	*	11.0%	6.9%	24.1%	32.5%	23.4%
Never	2.8%	0.0%	1.0%	0.0%	1.1%	2.0%	0.9%	*	4.2%	14.3%	13.9%	18.3%	13.5%
Missing data	18.2	0.0	4.7	2.3	12.4	21.0	10 0	*	29.9	42.0	38.7	33.2	34.3
3rd Grade Cohort													
Always	65.0%	36.6%	37.9%	47.3%	43.5%	43.0%	41.6%	*	12.0%	7.1%	5.1%	5.3%	6.1%
Most of the time	13.7%	47.9%	38.5%	32.8%	26.5%	22.9%	33.0%	*	23.5%	17.4%	18.1%	13.1%	16.9%
Some of the time	12.2%	13.4%	20.1%	12.9%	24.0%	22.5%	19.2%	*	39.8%	31.7%	38.8%	35.8%	37.1%
Hardly ever	6.4%	0.5%	2.0%	6.5%	4.4%	7.9%	4.3%	*	24.8%	35.2%	25.2%	29.8%	27.6%
Never	2.6%	1.6%	1.5%	0.6%	1.7%	3.7%	2.0%	*	0.0%	8.7%	12.9%	16.1%	12.4%
Missing data	22 5	5.5	8.4	11.6	16.0	20.0	13.9	*	41.9	37.8	35.3	40.1	39.7
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.12
Use of Spoken English in Home by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Is English spoken in your home?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Always	64.6%	56.3%	49.8%	28.4%	49.8%	*	11.2%	2.7%	4.8%
Most of the time	14.2%	27.8%	36.8%	46.8%	34.0%	*	28.0%	12.0%	16.1%
Some of the time	12.5%	11.3%	12.0%	22.1%	13.1%	*	39.0%	39.8%	42.2%
Hardly ever	6.0%	3.3%	1.0%	2.1%	2.2%	*	12.9%	28.9%	23.4%
Never	2.8%	1.3%	0.5%	0.6%	0.9%	*	8.8%	16.5%	13.5%
Missing Data	18.2	2.7%	7.0	33.1	10.0	*	35.3	35.0	34.3
3rd Grade Cohort									
Always	65.0%	51.8%	34.1%	19.5%	41.6%	*	8.6%	4.7%	6.1%
Most of the time	13.7%	33.4%	30.3%	37.7%	33.0%	*	21.6%	15.2%	16.9%
Some of the time	12.2%	12.3%	26.1%	29.8%	19.2%	*	36.0%	35.3%	37.1%
Hardly ever	6.4%	1.1%	6.9%	10.5%	4.3%	*	23.3%	30.9%	27.6%
Never	2.6%	1.5%	2.7%	2.5%	2.0%	*	10.6%	13.9%	12.4%
Missing Data	22.5	3.6	15.7	37.3	13.9	*	42.5	38.3	39.7
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.13
Preschool and Kindergarten Attendance by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Preschool/ Kindergarten Attendance	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Preschool Attendance													
Day care center	21.3%	19.8%	19.3%	21.3%	33.6%	19.9%	24.8%	9.1%	13.7%	2.3%	12.6%	9.0%	10.3%
Family day care[1]	21.3%	17.4%	15.9%	22.1%	28.5%	15.6%	21.3%	7.8%	14.4%	9.4%	20.0%	13.0%	14.8%
Head Start	11.7%	12.0%	23.5%	25.0%	35.2%	30.3%	26.8%	0.0%	5.8%	17.4%	15.9%	13.5%	12.5%
Other preschool program	41.1%	77.4%	37.4%	41.3%	31.7%	23.7%	41.7%	64.0%	35.3%	12.6%	23.3%	26.1%	28.8%
Attended no preschool program	1.9%	0.2%	6.0%	1.1%	6.8%	2.1%	3.9%	0.0%	6.2%	3.1%	2.3%	3.1%	2.9%
Missing data	17.4	0.0	3.3	0.1	11.2	17.7	8.3	13.3	17.0	34.0	26.7	26.8	25.3
3rd Grade Cohort													
Preschool Attendance													
Day care center	17.1%	19.8%	20.3%	19.5%	24.6%	20.4%	21.3%	*	22.1%	5.2%	11.4%	8.8%	10.7%
Family day care[1]	18.2%	26.0%	19.3%	14.0%	20.5%	15.7%	19.4%	*	19.8%	16.7%	12.0%	11.6%	12.7%
Head Start	10.3%	10.0%	10.5%	26.1%	21.0%	31.7%	20.6%	*	8.4%	19.0%	10.2%	13.0%	13.0%
Other preschool program	38.4%	52.3%	46.4%	35.2%	29.0%	31.5%	37.9%	*	36.3%	35.7%	24.8%	18.3%	24.0%
Attended no preschool program	2.2%	2.8%	8.4%	1.7%	1.8%	3.0%	3.3%	*	6.4%	2.2%	3.8%	3.4%	3.5%
Missing data	22.0	3.3	7.3	6.5	14.0	16.5	11.0	*	29.4	22.2	24.5	32.5	30.0
Kindergarten Attendance	95.9%	99.3%	93.6%	93.5%	93.9%	93.7%	95.0%	*	94.4%	77.9%	82.5%	78.5%	81.1%
Missing data	14.6	5.3	6.1	11.8	8.5	18.1	11.2	*	11.0	25.5	12.1	9.7	14.0
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status. Columns may sum to more than 100% because a child may have participated in more than one preschool program.

Source: Preschool attendance: *Prospects*, Parent Questionnaire; Kindergarten attendance (3rd grade only): *Prospects*, Student Questionnaire.
No kindergarten attendance data for 1st grade cohort since they did not complete the Student Questionnaire.

[1] Family day care includes care provided either by another member of the family or another individual who provides day care in his/her home.

Exhibit A2.14
Preschool and Kindergarten Attendance by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Preschool/Kindergarten Attendance	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Preschool Attendance									
Day care center	21.3%	24.2%	26.5%	22.3%	24.8%	4.4%	13.4%	9.9%	10.3%
Family day care[1]	21.3%	16.8%	24.5%	29.9%	21.3%	3.0%	15.5%	16.0%	14.8%
Head Start	11.7%	27.7%	28.4%	18.9%	26.8%	4.1%	15.1%	12.6%	12.5%
Other preschool program	41.1%	45.8%	36.0%	41.5%	41.7%	49.4%	23.5%	28.1%	28.8%
Attended no preschool program	1.9%	2.6%	6.6%	1.4%	3.9%	0.0%	3.5%	3.1%	2.9%
Missing data	17.4	1.4	6.5	30.5	8.3	10.7	20.0	28.6	25.3
3rd Grade Cohort									
Preschool Attendance									
Day care center	17.1%	21.9%	22.3%	16.9%	21.3%	21.6%	5.0%	10.1%	10.7%
Family day care[1]	18.2%	18.8%	22.5%	14.4%	19.4%	13.3%	9.1%	14.2%	12.7%
Head Start	10.3%	20.5%	19.0%	24.9%	20.6%	19.1%	12.5%	11.2%	13.0%
Other preschool program	38.4%	39.4%	36.5%	34.7%	37.9%	23.6%	27.1%	22.7%	24.0%
Attended no preschool program	2.2%	4.2%	1.6%	3.1%	3.3%	4.1%	2.9%	3.6%	3.5%
Missing data	22.0	1.4	13.7	33.1	11.0	18.1	35.3	30.5	30.0
Kindergarten Attendance	95.9%	96.2%	92.7%	96.0%	95.0%	*	83.8%	79.3%	81.1%
Missing Data	14.6	7.6	9.7	24.0	11.2	*	12.2	13.1	14.0
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status. Columns may sum to more than 100% because a child may have participated in more than one preschool program.

Source: Preschool attendance: *Prospects*, Parent Questionnaire; Kindergarten attendance (3rd grade only): *Prospects*, Student Questionnaire.
No kindergarten attendance data for 1st grade cohort since they did not complete the Student Questionnaire.

[1] Family day care includes care provided either by another member of the family or another individual who provides day care in his/her home.

Exhibit A2.15
Parent Reading to or with Child by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How often do you read to or with your child?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Daily	50.8%	59.2%	45.3%	49.6%	40.4%	43.7%	46.6%	65.4%	55.2%	32.2%	46.7%	44.2%	47.5%
Once or twice a week	43.7%	36.8%	50.8%	48.2%	49.7%	48.4%	46.7%	34.6%	30.1%	58.4%	47.3%	41.7%	42.7%
Less than twice a month	4.0%	3.5%	2.1%	2.2%	5.1%	5.1%	4.1%	0.0%	4.4%	2.6%	4.0%	8.2%	5.3%
Rarely if ever	1.5%	0.5%	1.7%	0.1%	4.8%	2.9%	2.6%	0.0%	10.4%	6.8%	2.0%	5.9%	4.6%
Missing Data	18.9	0.7	3.4	2.8	22.3	22.3	10.5	12.6	17.4	35.5	29.3	33.4	29.1
3rd Grade Cohort													
Daily	16.6%	41.6%	50.8%	48.0%	50.3%	50.9%	22.8%	*	14.9%	14.2%	22.7%	26.8%	24.3%
Once or twice a week	45.6%	36.4%	39.5%	34.8%	37.5%	35.3%	42.9%	*	37.7%	56.4%	35.8%	45.3%	42.2%
Less than twice a month	25.4%	13.7%	6.0%	10.3%	6.7%	7.6%	19.1%	*	18.1%	17.8%	24.3%	14.3%	17.2%
Rarely if ever	12.4%	6.2%	8.4%	3.7%	6.9%	5.4%	15.1%	*	29.3%	11.5%	17.1%	13.6%	16.3%
Missing Data	24.3	5.1	8.8	6.8	14.9	18.5	14.1	*	31.8	26.6	31.2	39.3	35.7
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Parent Questionnaire

Exhibit A2.16
Parent Reading to or with Child by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How often do you read to or with your child?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Daily	50.8%	52.4%	40.2%	41.8%	46.6%	65.6%	48.3%	44.7%	47.5%
Once or twice a week	43.7%	43.1%	50.6%	49.7%	46.7%	30.7%	45.1%	43.4%	42.7%
Less than twice a month	4.0%	2.9%	6.3%	2.7%	4.1%	3.8%	3.4%	6.2%	5.3%
Rarely if ever	1.5%	1.5%	2.9%	5.9%	2.6%	0.0%	3.3%	5.7%	4.6%
Missing Data	18.9	3.1	9.5	32.8	10.5	10.7	23.2	33.1	29.1
3rd Grade Cohort									
Daily	16.6%	24.5%	23.9%	17.2%	22.8%	19.1%	28.9%	23.6%	24.3%
Once or twice a week	45.6%	44.1%	43.2%	39.4%	42.9%	43.1%	41.7%	42.2%	42.2%
Less than twice a month	25.4%	18.6%	17.5%	22.4%	19.1%	22.0%	11.5%	18.6%	17.2%
Rarely if ever	12.4%	12.7%	15.4%	21.0%	15.1%	15.8%	18.0%	15.6%	16.3%
Missing Data	24.3	6.7	14.4	29.0	14.1	21.4	38.6	38.0	35.7
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Parent Questionnaire

Exhibit A2.17
Parental Help with Homework by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How often do you help your child with homework?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Daily	64.8%	74.2%	62.6%	78.6%	68.4%	76.7%	71.8%	69.6%	62.4%	86.0%	69.5%	75.8%	72.3%
Once or twice a week	27.4%	16.6%	33.9%	18.9%	22.7%	19.3%	21.7%	24.1%	29.7%	11.4%	25.1%	18.9%	22.2%
Less than twice a month	4.3%	5.0%	3.3%	1.6%	6.5%	1.3%	4.2%	6.3%	1.5%	0.0%	1.1%	2.1%	2.0%
Rarely if ever	3.5%	4.2%	0.2%	1.0%	2.4%	2.7%	2.3%	0.0%	6.4%	2.6%	4.3%	3.2%	3.5%
Missing Data	18.9	3.2	3.3	1.6	11.3	18.6	9.3	12.6	17.8	36.1	27.8	31.1	27.7
3rd Grade Cohort													
Daily	43.7%	41.6%	50.8%	48.0%	50.3%	50.9%	48.5%	*	35.1%	29.0%	49.0%	56.0%	49.3%
Once or twice a week	43.9%	36.4%	39.5%	34.8%	37.5%	35.3%	36.5%	*	41.2%	60.3%	31.3%	30.9%	35.1%
Less than twice a month	8.0%	13.7%	6.0%	10.3%	6.7%	7.6%	8.8%	*	13.7%	4.6%	11.2%	5.9%	8.1%
Rarely if ever	4.4%	8.4%	3.7%	6.9%	5.4%	6.2%	6.2%	*	10.0%	6.1%	8.5%	7.2%	7.5%
Missing Data	23.0	5.1	8.8	6.8	14.9	18.5	12.4	*	30.8	24.0	30.1	36.7	33.8
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.

Source: *Prospects*, Parent Questionnaire

Exhibit A2.18
Parental Help with Homework by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How often do you help your child with homework?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Daily	64.8%	71.8%	70.3%	76.0%	71.8%	66.9%	71.7%	73.3%	72.3%
Once or twice a week	27.4%	22.7%	20.1%	22.6%	21.7%	23.8%	26.3%	20.4%	22.2%
Less than twice a month	4.3%	3.3%	6.6%	0.6%	4.2%	6.8%	0.4%	2.0%	2.0%
Rarely if ever	3.5%	2.3%	3.0%	0.8%	2.3%	2.5%	1.7%	4.4%	3.5%
Missing Data	18.9	2.9	7.2	30.7	9.3	12.6	22.1	31.2	27.7
3rd Grade Cohort									
Daily	43.7%	48.2%	53.4%	43.9%	48.5%	42.6%	44.2%	54.1%	49.3%
Once or twice a week	43.9%	36.3%	33.9%	40.0%	36.5%	37.4%	40.6%	31.6%	35.1%
Less than twice a month	8.0%	8.4%	6.8%	12.0%	8.8%	11.7%	8.2%	6.9%	8.1%
Rarely if ever	4.4%	7.1%	5.9%	4.2%	6.2%	8.3%	7.0%	7.5%	7.5%
Missing Data	23.0	4.1	13.4	28.2	12.4	19.5	38.5	35.2	33.8
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Parent Questionnaire

Exhibit A2.19
Student Reported Reading Outside of School by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How often do you read books?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
Almost every day	52.1%	61.6%	47.4%	46.7%	42.9%	44.1%	48.7%	*	38.6%	46.9%	39.5%	42.9%	42.1%
Sometimes	39.7%	32.0%	48.2%	47.8%	47.6%	47.8%	44.1%	*	54.3%	40.6%	53.6%	45.4%	48.3%
Never	8.2%	6.4%	4.4%	5.5%	9.5%	8.0%	7.2%	*	7.1%	12.6%	6.9%	11.6%	9.6%
Missing Data	16.6	5.9	9.4	15.0	11.8	21.1	13.8	*	13.9	34.6	18.9	17.4	21.0
Total Weighted N 3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Questionnaire.

Exhibit A2.20
Student Reported Reading Outside of School by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How often do you read books?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort									
Almost every day	52.1%	50.8%	46.3%	46.1%	48.7%	42.5%	46.3%	39.8%	42.1%
Sometimes	39.7%	41.9%	47.4%	45.9%	44.1%	48.3%	45.4%	49.9%	48.3%
Never	8.2%	7.3%	6.3%	7.9%	7.2%	9.2%	8.3%	10.4%	9.6%
Missing Data	16.6	9.4	15.9	20.7	13.8	25.2	22.0	19.4	21.0
Total Weighted N 3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Questionnaire.

Exhibit A2.21
Student Reported Use of Public Library by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How often do you use the public library?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
Once a week	16.7%	25.3%	22.1%	24.8%	27.8%	22.5%	24.9%	*	23.3%	29.2%	24.5%	30.2%	27.8%
Once every two weeks	13.0%	19.2%	23.8%	12.2%	8.6%	14.7%	14.7%	*	5.6%	8.3%	12.1%	11.3%	10.3%
Once a month	17.2%	19.6%	14.8%	13.5%	13.2%	7.6%	13.4%	*	11.2%	9.4%	8.0%	5.5%	8.3%
A few times a year	33.1%	26.1%	25.9%	35.2%	25.9%	24.0%	26.5%	*	12.7%	10.4%	16.7%	21.8%	19.0%
Never	20.0%	9.8%	13.4%	14.2%	24.6%	31.2%	20.5%	*	47.2%	42.7%	38.7%	31.2%	34.6%
Missing Data	16.1	8.7	6.9	13.3	9.4	19.7	12.8	*	11.5	26.7	13.6	12.5	15.9
Total Weighted N 3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Questionnaire.

Exhibit A2.22
Student Reported Use of Public Library by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How often do you use the public library?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort									
Once a week	16.7%	23.1%	24.2%	29.5%	24.9%	20.1%	28.5%	29.5%	27.8%
Once every two weeks	13.0%	14.1%	19.2%	11.7%	14.7%	7.7%	11.7%	10.2%	10.3%
Once a month	17.2%	13.5%	12.4%	14.3%	13.4%	8.7%	9.6%	7.5%	8.3%
A few times a year	33.1%	26.6%	28.6%	24.3%	26.5%	22.6%	17.0%	19.0%	19.0%
Never	20.0%	22.7%	15.6%	20.2%	20.5%	40.9%	33.2%	33.8%	34.6%
Missing Data	16.1	9.3	12.7	20.0	12.8	17.8	19.3	13.7	15.9
Total Weighted N 3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Questionnaire.

Exhibit A2.23
Student Reported Television Viewing by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

During the school year, how much television or videotapes do you watch?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
No TV on school days	5.7%	6.3%	3.4%	3.7%	6.6%	7.1%	6.3%	*	6.1%	2.7%	13.3%	10.8%	10.1%
One or two days/week	17.3%	14.9%	25.6%	16.6%	18.0%	13.5%	16.8%	*	18.2%	29.6%	18.9%	23.1%	22.7%
Most weekdays/not everyday	19.4%	17.6%	19.5%	17.7%	19.1%	15.8%	17.6%	*	21.6%	29.9%	16.4%	20.9%	20.2%
Every day, < 2 hours	20.4%	24.1%	13.6%	17.3%	14.1%	15.8%	17.2%	*	11.5%	17.2%	17.3%	15.9%	16.1%
Every day, > 2 hours	37.2%	37.1%	37.8%	44.7%	42.3%	47.9%	42.1%	*	42.6%	20.6%	34.1%	29.4%	30.9%
Missing Data	15.4	5.6	7.2	11.9	9.8	18.6	11.9	*	11.6	27.2	20.0	11.4	16.9
Total Weighted N 3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Questionnaire.

-- Exhibit A2.24
Student Reported Television Viewing by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

		Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
During the school year, how much television or videotapes do you watch?	**All Public School Students**	**0-4%**	**5-24%**	**25-100%**	**Total Other LM**	**0-4%**	**5-24%**	**25-100%**	**Total LEP**
3rd Grade Cohort									
No TV on school days	5.7%	6.4%	4.3%	8.2%	6.3%	7.3%	10.1%	10.9%	10.1%
One or two days/week	17.3%	15.7%	17.8%	18.1%	16.8%	22.5%	22.1%	23.1%	22.7%
Most weekdays/not everyday	19.4%	17.3%	16.9%	18.9%	17.6%	25.2%	19.5%	19.2%	20.2%
Every day, < 2 hours	20.4%	19.3%	14.7%	15.0%	17.2%	11.4%	14.5%	18.1%	16.1%
Every day, > 2 hours	37.2%	41.2%	46.3%	39.8%	42.1%	33.6%	33.9%	28.7%	30.9%
Missing Data	15.4	7.6	12.6	19.8	11.9	16.0	19.1	16.0	16.9
Total Weighted N 3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Questionnaire.

Exhibit A2.25
Student Reported Out-of-School Activities by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Out-of-School Activities	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
Participated in Scouting	28.6%	17.5%	13.5%	19.9%	16.4%	15.6%	16.7%	*	12.0%	14.1%	13.4%	16.8%	14.8%
Participated in Church Youth Group	27.7%	25.7%	23.3%	24.8%	31.8%	28.3%	27.5%	*	26.0%	25.9%	28.5%	29.2%	28.3%
Participated in Community Youth Group	14.3%	8.0%	8.6%	8.0%	8.5%	19.5%	11.3%	*	17.5%	13.2%	9.4%	17.0%	15.5%
Participated in Community Team Sports	42.8%	40.8%	31.4%	37.6%	34.1%	27.4%	34.4%	*	16.9%	18.9%	30.5%	24.3%	23.9%
Participated in Clubs	25.2%	17.2%	15.3%	15.8%	20.5%	29.9%	21.0%	*	15.1%	10.0%	19.3%	21.7%	19.5%
Missing Data	21.2	9.8	10.3	18.4	17.3	23.9	16.7	*	15.8	36.9	21.8	23.4	24.7
Total Weighted N 3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Questionnaire.

Exhibit A2.26
Student Reported Out-of-School Activities by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Out-of-School Activities	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort									
Participated in Scouting	28.6%	20.9%	12.7%	10.8%	16.7%	12.5%	16.0%	14.7%	14.8%
Participated in Church Youth Group	27.7%	30.5%	24.4%	23.7%	27.5%	28.7%	30.4%	27.1%	28.3%
Participated in Community Youth Group	14.3%	13.7%	7.6%	9.1%	11.3%	22.6%	15.2%	13.9%	15.5%
Participated in Community Team Sports	42.8%	40.6%	26.8%	27.9%	34.4%	28.6%	20.8%	24.3%	23.9%
Participated in Clubs	25.2%	20.2%	20.4%	23.5%	21.0%	23.6%	22.7%	16.8%	19.5%
Missing Data	21.2%	13.3	17.7	24.0	16.7	29.7	25.4	23.8	24.7
Total Weighted N 3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Questionnaire.

Exhibit A2.27
Time Spent Alone After School by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How much time are you at home after school with no adult there?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
Never, hardly ever	58.1%	65.3%	50.9%	57.7%	54.4%	54.0%	56.9%	38.8%	53.1%	42.1%	54.2%	50.5%	50.5%
Less than 1 hour	18.2%	16.3%	19.6%	19.3%	17.8%	19.0%	18.0%	33.0%	14.7%	29.8%	12.4%	18.0%	17.6%
1-2 hours	11.4%	7.9%	12.0%	9.7%	13.7%	8.6%	10.3%	16.6%	17.4%	14.3%	13.7%	9.9%	12.2%
2-3 hours	5.2%	4.6%	7.0%	0.6%	4.6%	4.0%	4.2%	5.8%	4.0%	7.1%	5.7%	6.1%	5.9%
More than 3 hours	7.1%	5.9%	10.6%	12.7%	9.5%	14.4%	10.7%	5.8%	10.8%	6.7%	14.1%	15.4%	13.8%
Missing Data	16.1	5.3	6.9	12.9	11.0	19.3	12.4	29.8	11.6	29.5	21.2	13.5	18.5
Total Weighted N 3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Questionnaire.

Exhibit A2.28

Time Spent Alone After School by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement

(weighted column percentages)

How much time are you at home after school with no adult there?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort									
Never, hardly ever	58.1%	60.8%	51.6%	53.0%	56.9%	53.3%	44.3%	52.9%	50.5%
Less than 1 hour	18.2%	16.5%	19.2%	20.1%	18.0%	17.2%	22.1%	15.5%	17.6%
1-2 hours	11.4%	9.6%	11.6%	10.5%	10.3%	12.5%	16.6%	9.9%	12.2%
2-3 hours	5.2%	3.8%	4.7%	4.6%	4.2%	8.7%	2.5%	6.8%	5.9%
More than 3 hours	7.1%	9.3%	12.9%	11.9%	10.7%	8.2%	14.5%	14.9%	13.8%
Missing Data	16.1	8.2	13.0	20.3	12.4	15.2	22.3	17.4	18.5
Total Weighted N 3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Questionnaire.

Exhibit A3.1
Reading Grades by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Reading Grades	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Excellent	29.9%	47.3%	24.0%	18.3%	28.7%	17.1%	29.1%	35.1%	18.2%	12.6%	25.0%	23.7%	24.0%
Good	12.7%	5.6%	15.4%	14.2%	4.5%	29.4%	11.8%	5.7%	6.3%	8.5%	7.3%	16.5%	11.0%
Satisfactory	44.2%	32.7%	52.6%	44.1%	53.8%	31.0%	43.8%	23.5%	56.0%	43.9%	52.2%	43.7%	45.9%
Unsatisfactory	9.2%	2.8%	7.6%	12.9%	12.3%	21.5%	11.4%	21.9%	7.0%	35.0%	14.7%	14.1%	15.5%
Other	1.5%	2.3%	0.5%	0.0%	0.7%	1.0%	1.0%	2.8%	10.7%	0.0%	0.8%	2.0%	2.4%
Did not take reading	2.6%	9.3%	0.0%	10.5%	0.0%	0.0%	2.9%	11.0%	1.8%	0.0%	0.0%	0.0%	1.2%
Missing data	15.2	1.9	8.0	34.4	15.0	22.9	15.9	0.0	11.8	29.0	13.3	13.9	13.5
3rd Grade Cohort													
Excellent	29.5%	29.0%	33.0%	17.9%	28.9%	12.0%	23.6%	*	21.6%	7.2%	12.2%	10.3%	12.0%
Good	39.4%	24.5%	35.2%	41.7%	53.6%	42.7%	39.9%	*	28.9%	22.9%	48.3%	34.7%	35.6%
Satisfactory	20.1%	24.5%	26.3%	25.9%	13.3%	29.2%	23.1%	*	19.6%	52.7%	29.8%	35.7%	34.2%
Unsatisfactory	7.1%	4.4%	4.8%	8.4%	4.0%	15.4%	8.3%	*	27.5%	4.8%	9.5%	19.1%	16.4%
Other	0.9%	1.5%	0.8%	0.0%	0.2%	0.7%	0.7%	*	2.5%	3.5%	0.2%	0.0%	0.7%
Did not take reading	3.0%	16.2%	0.0%	6.1%	0.0%	0.0%	4.6%	*	0.0%	8.9%	0.0%	0.2%	1.1%
Missing data	12.5	2.4	17.6	7.2	14.8	19.1	13.1	*	6.7	3.1	19.7	20.8	18.6
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Source: *Prospects*, Student Abstract

Exhibit A3.2
Reading Grades by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Reading Grades	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Excellent	29.9%	29.7%	22.5%	41.8%	29.1%	42.2%	11.5%	25.4%	24.0%
Good	12.7%	14.5%	5.4%	15.9%	11.8%	3.2%	9.0%	12.4%	11.0%
Satisfactory	44.2%	39.4%	56.2%	31.9%	43.8%	17.8%	41.5%	50.1%	45.9%
Unsatisfactory	9.2%	9.3%	15.7%	10.0%	11.4%	18.1%	32.9%	10.6%	15.5%
Other	1.5%	1.7%	0.2%	0.4%	1.0%	6.0%	4.3%	1.5%	2.4%
Did not take reading	2.6%	5.4%	0.0%	0.0%	2.9%	12.7%	0.9%	0.0%	1.2%
Missing data	15.2	4.2	24.2	30.7	15.9	6.1	28.8	9.1	13.5
3rd Grade Cohort									
Excellent	29.5%	23.0%	27.1%	18.4%	23.6%	23.7%	10.6%	11.6%	12.0%
Good	39.4%	35.4%	47.0%	40.3%	39.9%	13.3%	40.8%	35.4%	35.6%
Satisfactory	20.1%	23.5%	20.5%	26.8%	23.1%	29.2%	28.8%	37.3%	34.2%
Unsatisfactory	7.1%	8.2%	5.4%	14.2%	8.3%	13.1%	18.4%	15.8%	16.4%
Other	0.9%	1.2%	0.0%	0.2%	0.7%	5.8%	1.1%	0.0%	0.7%
Did not take reading	3.0%	8.8%	0.0%	0.0%	4.6%	14.9%	0.4%	0.0%	1.1%
Missing data	12.5	8.7	14.9	22.2	13.1	17.8	18.5	18.7	18.6
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	20,156	85,984	108,970	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,700	51,962	106,622	169,354

Source: *Prospects*, Student Abstract

Exhibit A3.3
Mathematics Grades by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Mathematics Grades	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Excellent	35.3%	56.3%	22.0%	22.9%	26.5%	23.6%	31.9%	42.7%	27.0%	13.1%	24.5%	27.2%	26.9%
Good	12.2%	6.7%	16.8%	12.5%	3.5%	32.5%	12.3%	13.9%	17.9%	6.8%	8.5%	18.9%	14.2%
Satisfactory	43.9%	32.4%	50.8%	56.5%	63.4%	29.7%	47.6%	39.7%	37.6%	46.9%	52.6%	42.7%	45.5%
Unsatisfactory	6.4%	4.3%	10.0%	8.2%	5.9%	13.9%	7.8%	2.3%	5.1%	33.2%	12.9%	9.1%	10.7%
Other	1.2%	0.5%	0.5%	0.0%	0.7%	0.4%	0.5%	1.4%	10.7%	0.0%	1.3%	2.1%	2.5%
Missing data	14.9	1.9	8.0	33.3	15.0	22.9	15.8	0.0	11.8	27.9	13.2	13.4	13.1
3rd Grade Cohort													
Excellent	30.8%	51.8%	40.3%	24.2%	24.5%	14.9%	29.9%	*	30.3%	12.3%	10.7%	13.5%	14.8%
Good	40.1%	22.2%	32.4%	38.8%	56.7%	43.8%	40.3%	*	36.4%	33.9%	42.8%	36.2%	37.4%
Satisfactory	20.5%	16.2%	19.3%	28.8%	10.6%	24.9%	19.0%	*	14.0%	40.7%	32.4%	28.4%	28.7%
Unsatisfactory	7.9%	8.3%	7.2%	8.2%	8.1%	15.6%	10.2%	*	16.9%	9.6%	13.9%	21.9%	18.5%
Other	0.8%	1.5%	0.8%	0.0%	0.2%	0.7%	0.7%	*	2.5%	3.5%	0.1%	0.0%	0.7%
Missing data	12.5	2.4	17.6	7.1	14.8	19.5	13.2	*	6.7	3.1	19.4	19.5	17.9
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.

Source: *Prospects*, Student Abstract

Exhibit A3.4
Mathematics Grades by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Mathematics Grades	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Excellent	35.7%	37.0%	18.4%	42.7%	31.9%	56.9%	10.9%	27.9%	26.9%
Good	52.2%	15.0%	6.2%	15.9%	12.3%	10.9%	13.3%	14.8%	14.2%
Satisfactory	4.8%	38.0%	69.0%	34.9%	47.6%	18.8%	50.3%	47.1%	45.5%
Unsatisfactory	6.1%	9.2%	6.2%	6.1%	7.8%	9.0%	20.3%	8.4%	10.7%
Other	1.1%	0.7%	0.2%	0.4%	0.5%	3.9%	4.3%	8.4%	10.7%
Missing data	14.5	3.9	24.0	30.8	15.8	5.1	28.8	8.7	13.1
3rd Grade Cohort									
Excellent	30.5%	35.6%	24.2%	22.4%	29.9%	15.3%	17.0%	13.6%	14.8%
Good	48.9%	32.0%	53.0%	42.1%	40.3%	39.7%	35.1%	38.2%	37.4%
Satisfactory	14.0%	19.3%	17.7%	20.7%	19.0%	26.3%	29.6%	28.5%	28.7%
Unsatisfactory	5.8%	11.9%	5.1%	14.7%	10.2%	12.9%	17.3%	19.7%	18.5%
Other	0.8%	1.2%	0.0%	0.2%	0.7%	5.8%	1.0%	0.0%	0.7%
Missing data	12.5	8.8	14.9	22.2	13.2	17.8	18.0	17.8	17.9
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Abstract

Exhibit A3.5
Teacher Judgment of Students' Academic Achievement by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Students' Academic Achievement	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
High overall ability to perform in school	38.8%	45.2%	38.3%	46.4%	29.2%	29.3%	35.2%	21.5%	41.7%	30.3%	25.6%	37.5%	32.2%
Above average overall achievement in school	33.8%	40.9%	31.4%	42.9%	26.5%	23.7%	31.2%	16.8%	28.5%	20.7%	22.0%	26.5%	24.1%
Missing data	16.4	31.9	17.1	0.3	9.9	31.0	19.0	32.2	9.5	14.6	14.4	20.2	17.8
Student is presently reading													
Above grade	25.4%	33.6%	32.4%	36.0%	18.5%	15.7%	24.3%	16.3%	10.7%	11.8%	15.1%	17.6%	15.6%
At grade	50.1%	41.1%	42.0%	40.8%	51.5%	45.9%	46.3%	40.1%	35.0%	47.7%	51.3%	44.8%	45.9%
Below grade	24.1%	25.4%	25.5%	23.2%	30.9%	38.4%	29.4%	43.6%	54.3%	40.5%	33.6%	37.6%	38.5%
Missing data	16.8	31.9	17.1	1.9	10.6	31.4	19.5	32.2	9.5	17.8	15.7	21.4	19.0
Student's math achievement is presently...													
Above grade	19.4%	20.2%	36.8%	41.0%	11.5%	15.2%	20.4%	23.6%	15.0%	18.0%	14.0%	15.3%	15.6%
At grade	66.4%	60.9%	45.3%	47.9%	76.9%	60.3%	63.9%	65.0%	64.8%	56.3%	68.1%	68.4%	66.9%
Below grade	13.4%	18.9%	17.9%	11.1%	11.6%	24.4%	15.7%	11.4%	20.2%	25.7%	17.9%	16.4%	17.6%
Missing data	16.9	31.8	21.4	0.3	9.9	31.4	19.6	32.2	21.4	15.7	14.7	24.8	21.1

(continued)

Exhibit A3.5
Teacher Judgment of Students' Academic Achievement by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Students' Academic Achievement	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
High overall ability to perform in school	39.6%	48.1%	42.9%	41.1%	29.9%	28.9%	36.4%	*	21.1%	23.7%	21.7%	24.6%	24.3%
Above average overall achievement in school	34.7%	45.4%	38.9%	28.9%	25.1%	22.2%	30.6%	*	14.6%	8.3%	16.3%	15.2%	15.6%
Missing data	17.7%	23.7	11.2	4.8	15.8%	24.4	18.8	*	10.6	21.6	15.6	23.6	22.0
Student is presently reading…													
Above grade	32.1%	39.0%	38.5%	33.2%	22.5%	17.1%	28.2%	*	19.7%	8.1%	11.7%	10.7%	11.6%
At grade	41.4%	45.9%	46.5%	34.9%	54.0%	41.6%	45.0%	*	26.1%	35.5%	32.2%	29.9%	30.7%
Below grade	22.6%	15.1%	15.0%	31.9%	23.6%	41.3%	26.9%	*	54.2%	56.5%	56.2%	59.4%	57.7%
Missing data	17.9%	26.3	14.8%	5.6	23.2%	28.2	22.8	*	12.1	21.6	21.1	27.1	25.3
Student's math achievement is presently…													
Above grade	24.8%	30.4%	22.1%	31.3%	22.0%	17.1%	23.9%	*	13.3%	10.2%	13.1%	12.7%	13.4%
At grade	51.7%	54.4%	68.2%	45.1%	57.5%	50.3%	54.4%	*	52.7%	50.3%	54.2%	44.3%	47.3%
Below grade	19.5%	15.2%	9.7%	23.7%	20.5%	32.6%	21.7%	*	34.0%	39.4%	32.7%	42.9%	39.3%
Missing data	18.0	24.8	15.9	7.5	21.0	31.8	23.4	*	28.7	24.0	20.3	28.1	27.8
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Profile

Exhibit A3.6
Teacher Judgment of Students' Academic Achievement by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Students' Academic Achievement	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
High overall ability to perform in school	38.8%	31.3%	35.6%	47.8%	35.2%	28.3%	21.3%	36.7%	32.2%
Above average overall achievement in school	33.8%	28.9%	30.5%	41.4%	31.2%	19.9%	14.6%	28.0%	24.1%
Missing data	16.4	18.1	11.1	38.0	19.0	39.7	8.3	18.7	17.8
Student is presently reading...									
Above grade	25.4%	19.8%	26.4%	34.3%	24.3%	13.7%	9.2%	18.1%	15.6%
At grade	50.1%	46.3%	45.8%	47.5%	46.3%	41.9%	37.0%	50.0%	45.9%
Below grade	24.2%	33.9%	2.7%	18.2%	29.4%	44.4%	53.8%	32.3%	38.5%
Missing data	16.8	18.3	12.2	37.9	19.5	39.7%	10.0	20.0	19.0
Student's math achievement is presently...									
Above grade	19.4%	17.7%	25.7%	13.8%	20.4%	21.9%	13.5%	15.9%	15.6%
At grade	66.4%	61.8%	62.3%	76.0%	63.9%	61.1%	60.9%	69.7%	66.9%
Below grade	13.4%	20.4%	11.9%	10.2%	15.7%	17.0%	25.7%	16.5%	17.6%
Missing data	16.9	19.2	11.3	37.8	19.6	40.8	10.2	22.7	21.1

(continued)

Exhibit A3.6
Teacher Judgment of Students' Academic Achievement by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Students' Academic Achievement	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort									
High overall ability to perform in school	39.6%	34.6%	39.6%	35.9%	36.4%	32.3%	19.2%	26.0%	24.3%
Above average overall achievement in school	34.7%	32.0%	29.6%	27.6%	30.6%	31.1%	12.9%	17.3%	15.6%
Missing data	17.7	13.6	18.0	34.7	18.8	4.7	19.3	5.1	22.0
Student is presently reading...									
Above grade	32.1%	29.0%	29.9%	20.9%	28.2%	5.4%	12.8%	11.7%	11.6%
At grade	41.4%	43.0%	48.1%	45.2%	45.0%	30.4%	30.5%	31.2%	30.7%
Below grade	22.6%	28.1%	21.9%	33.9%	26.9%	64.2%	57.2%	57.1%	57.7%
Missing data	17.9	16.8	23.6	38.4	22.8	9.3	20.7	29.2	25.3
Student's math achievement is presently...									
Above grade	24.8%	22.8%	26.8%	21.6%	23.9%	13.7%	13.0%	13.6%	13.4%
At grade	51.7%	54.5%	55.8%	50.5%	54.4%	56.4%	45.2%	47.0%	47.3%
Below grade	19.5%	22.8%	17.5%	27.9%	21.7%	29.9%	41.8%	39.4%	39.3%
Missing data	18.0	18.3	21.5	41.1	23.4	4.7	28.2	30.0	27.8
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Profile

Exhibit A3.7

Student Self-Assessment of Reading and Math Competence by School Poverty Concentration for the 3rd Grade Cohort: 12-Month Followup Study, LEP/LM Supplement

(weighted column percentages)

Student Self-Assessment of Reading Competence	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
Have a lot of trouble	2.0%	0.5%	4.4%	2.4%	4.7%	7.1%	4.6%	*	13.6%	6.0%	9.1%	11.4%	10.2%
Find it hard, but do okay	28.2%	34.7%	36.0%	40.2%	43.3%	42.8%	40.5%	*	53.4%	59.6%	50.1%	43.3%	47.3%
Am a very good reader	69.8%	64.8%	59.6%	57.4%	52.0%	50.2%	55.0%	*	33.0%	34.4%	40.7%	45.3%	42.6%
Missing data	15.1	14.1	7.8	15.8	10.5	14.0	12.6	*	11.0	25.5	12.7	10.3	14.5
Student Self-Assessment of Math Competence													
3rd Grade Cohort													
Have a lot of trouble	6.3%	6.4%	6.0%	3.7%	10.5%	9.2%	8.0%	*	7.8%	8.6%	19.3%	10.6%	11.8%
Find it hard, but do okay	37.6%	31.5%	41.1%	42.8%	46.1%	44.8%	42.3%	*	42.7%	68.4%	44.9%	46.5%	47.6%
Am very good in math	56.1%	62.1%	52.9%	53.5%	43.4%	46.0%	49.6%	*	49.5%	23.0%	35.8%	42.9%	40.6%
Missing data	15.0	14.8	7.8	16.0	10.1	15.1	13.1	*	11.0	25.5	12.4	11.8	15.2
Total Weighted N 3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.

Source: *Prospects*, Student Questionnaire

Exhibit A3.8
Student Self-Assessment of Reading and Math Competence by School LEP Concentration for the 3rd Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Student Self-Assessment of Reading Competence	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort									
Have a lot of trouble	2.0%	0.8%	2.1%	1.7%	1.4%	*	9.0%	10.5%	10.2%
Find it hard, but do okay	28.2%	31.4%	40.5%	45.8%	36.6%	*	50.1%	45.0%	47.3%
Am a very good reader	69.8%	67.8%	57.3%	42.5%	62.0%	*	40.9%	44.5%	42.6%
Missing data	15.1	7.8	10.5	24.0	11.6	*	12.8	13.3	14.5
Student Self-Assessment of Math Competence									
3rd Grade Cohort									
Have a lot of trouble	6.3%	6.6%	4.9%	5.9%	5.9%	*	16.8%	9.5%	11.8%
Find it hard, but do okay	37.6%	33.5%	45.1%	46.8%	39.3%	*	39.6%	50.1%	47.6%
Am very good in math	56.1%	60.0%	50.0%	47.3%	54.8%	*	43.7%	40.4%	40.6%
Missing data	15.0	8.4	10.6	23.9	11.8	*	12.5	14.6	15.2
Total Weighted N 3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Source: *Prospects*, Student Questionnaire

Exhibit A3.9
Teacher Judgment of Students' School Behavior by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to Which "Very Much" Describes the Student	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Works hard at school	49.7%	54.3%	33.0%	57.4%	49.0%	37.1%	46.9%	63.9%	51.4%	43.5%	41.1%	50.8%	47.6%
Is willing to follow rules	58.6%	69.2%	55.4%	69.3%	57.3%	52.3%	59.5%	50.3%	63.0%	70.6%	53.9%	58.8%	57.7
Cares about doing well in school	62.7%	69.0%	45.7%	74.3%	66.5%	48.9%	62.1%	71.2%	63.4%	56.8%	41.7%	60.3%	54.2
Enjoys school	69.3%	68.1%	69.1%	71.6%	69.1%	59.9%	67.5%	61.3%	69.0%	74.7%	62.8%	71.5%	67.6
Can follow and understand directions	55.9%	58.9%	53.9%	64.7%	56.0%	47.7%	55.9%	28.5%	35.2%	45.6%	49.0%	51.1%	46.9
Is late for school	5.8%	9.5%	5.1%	5.8%	5.8%	11.2%	7.2%	6.7%	1.1%	3.9%	4.6%	6.5%	5.1
3rd Grade Cohort													
Works hard at school	45.8%	57.6%	48.7%	40.0%	44.7%	37.2%	45.1%	*	46.2%	37.4%	36.1%	39.1%	40.2%
Is willing to follow rules	61.5%	71.2%	65.6%	61.4%	59.4%	51.2%	60.6%	*	75.0%	56.4%	54.3%	57.8%	59.9%
Cares about doing well in school	58.7%	72.4%	65.8%	55.1%	54.1%	47.0%	57.5%	*	57.0%	51.5%	48.1%	50.4%	52.2%
Enjoys school	53.7%	68.8%	63.5%	50.2%	47.8%	54.1%	55.8%	*	47.8%	54.3%	49.3%	54.1%	53.0%
Can follow and understand directions	55.9%	63.4%	53.9%	52.4%	44.7%	46.9%	51.5%	*	43.6%	35.2%	44.6%	46.4%	44.2%
Is late for school	4.4%	4.9%	0.0%	3.7%	3.5%	5.9%	4.0%	*	0.7%	3.7%	5.4%	4.1%	3.8%
Disrupts the class	11.6%	6.7%	6.4%	14.1%	9.8%	17.7%	11.4%	*	9.2%	12.0%	11.8%	13.2%	11.7%
Missing data**	27.3	24.6	11.5	6.3	18.7	26.6	11.6	*	13.2	22.3	18.9	25.0	23.4
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

** = Represents the largest proportion of missing data for the series of variables.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.

Source: *Prospects*, Student Profile

Exhibit A3.10
Teacher Judgment of Students' School Behavior by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to Which "Very Much" Describes the Student	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Works hard at school	49.7%	42.0%	50.0%	56.0%	46.9%	68.5%	47.0%	46.4%	47.6%
Is willing to follow rules	58.6%	55.3%	60.1%	74.0%	59.5%	72.2%	53.1%	58.3%	57.7%
Cares about doing well in school	62.7%	54.8%	68.3%	70.3%	62.1%	75.7%	53.1%	53.1%	54.2%
Enjoys school	69.3%	65.2%	66.8%	78.3%	67.5%	65.3%	58.0%	71.3%	67.6%
Can follow and understand directions	55.9%	48.9%	59.8%	70.4%	55.9%	17.2%	37.1%	52.7%	46.9%
Is late for school	5.8%	6.6%	8.0%	7.5%	7.2%	3.2%	4.2%	5.6%	5.1%
Disrupts the class	15.2%	17.4%	11.1%	8.5%	13.8%	13.9%	15.3%	9.8%	11.4%
Missing data **	23.1	19.3	12.7	41.1	20.3	47.0	11.1	16.6	16.9
3rd Grade Cohort									
Works hard at school	45.8%	45.8%	43.9%	45.1%	45.1%	49.2%	38.8%	39.8%	40.2%
Is willing to follow rules	61.5%	60.9%	60.8%	59.0%	60.6%	66.8%	59.6%	59.2%	59.9%
Cares about doing well in school	58.7%	59.2%	56.3%	53.5%	57.5%	63.0%	51.4%	51.2%	52.2%
Enjoys school	53.7%	52.3%	58.8%	61.9%	55.8%	57.4%	46.0%	56.1%	53.0%
Can follow and understand directions	55.9%	54.7%	45.0%	54.2%	51.5%	21.5%	42.7%	48.0%	44.2%
Is late for school	4.4%	3.7%	4.1%	3.9%	4.0%	0.0%	2.5%	4.9%	3.8%
Disrupts the class	11.6%	11.0%	9.6%	17.2%	11.4%	5.0%	13.6%	11.6%	11.7%
Missing data **	27.3	14.7	20.7	35.7	20.3	4.7	21.8	26.0	23.4
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

** = Represents the largest proportion of missing data for the series of variables.

Source: *Prospects*, Student Profile

Exhibit A3.11
Teacher Judgment of Students' Classroom Performance by School Poverty Concentration and Grade Cohort:*
12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to Which "Very Much" Describes the Student	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Is a creative person	37.5%	39.5%	34.9%	48.7%	41.2%	29.9%	39.0%	21.3%	30.2%	47.4%	29.4%	42.5%	35.4%
Can work independently on an assignment	57.1%	56.6%	61.2%	66.8%	53.1%	50.2%	56.0%	27.4%	50.4%	46.9%	47.9%	52.0%	48.5%
Can concentrate for at least 1/2 hour	48.6%	53.7%	47.4%	63.6%	51.9%	41.5%	51.2%	32.9%	49.9%	36.6%	47.7%	49.3%	46.9%
Can write a well developed paragraph/paper	36.9%	43.8%	30.4%	39.5%	24.8%	18.7%	29.4%	21.9%	15.1%	17.7%	24.9%	27.0%	24.1%
Can cooperate with other students	61.4%	56.1%	62.5%	72.6%	61.3%	56.2%	61.1%	52.3%	55.5%	66.6%	60.4%	59.7%	59.5%
Missing data**	28.4	31.9	18.1	1.9	11.3	31.2	19.8	34.4	9.5	22.1	10.0	21.1	16.9
Teachers' Rating of Student as "High" on the Following Characteristics													
Maturity level	26.7%	37.9%	15.0%	36.4%	30.4%	23.5%	29.3%	18.9%	25.8%	11.7%	15.9%	25.7%	20.7%
Motivation to learn	46.7%	51.7%	34.1%	53.3%	47.8%	31.1%	44.6%	49.3%	52.0%	47.2%	39.1%	45.9%	44.5%
Completes homework assignments	56.4%	55.7%	39.7%	63.7%	48.5%	36.2%	48.3%	54.4%	47.5%	62.0%	41.4%	50.2%	47.7%
Completes seatwork	52.5%	55.4%	50.1%	64.4%	51.8%	47.5%	53.0%	36.4%	62.1%	45.4%	35.3%	48.7%	43.8%
Pays attention	39.1%	46.0%	34.1%	54.5%	31.0%	33.1%	37.1%	26.6%	27.6%	35.5%	27.2%	37.2%	31.7%
Asks questions in class	26.9%	30.8%	33.8%	40.8%	23.2%	23.5%	20.1%	19.1%	18.9%	16.6%	24.7%	24.3%	23.1%
Volunteers answers in class	44.2%	42.3%	48.0%	50.7%	35.1%	38.3%	40.5%	12.8%	30.6%	26.8%	30.2%	39.9%	32.8%
Asks for extra help	17.7%	23.0%	25.1%	23.0%	12.9%	19.8%	18.5%	32.4%	24.3%	16.0%	14.1%	19.5%	18.5%
Missing data**	34.3	33.4	18.2	4.9	14.6	33.6	20.9	32.2	19.7	20.5	15.0	20.7	18.9

(continued)

Exhibit A3.11
Teacher Judgment of Students' Classroom Performance by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to Which "Very Much" Describes the Student	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort													
Is a creative person	33.0%	36.7%	43.0%	31.4%	28.0%	25.4%	31.4%	*	32.9%	28.9%	25.3%	27.3%	27.5%
Can work independently on an assignment	58.3%	66.0%	63.1%	62.6%	49.6%	45.5%	55.4%	*	50.6%	31.2%	36.9%	47.9%	43.7%
Can concentrate for at least 1/2 hour	55.2%	59.0%	70.4%	48.4%	53.3%	48.4%	54.8%	*	53.1%	37.4%	45.5%	49.7%	48.6%
Can write a well developed paragraph/paper	41.9%	53.8%	46.4%	35.5%	35.7%	26.3%	38.1%	*	19.1%	14.7%	20.2%	22.5%	21.2%
Can cooperate with other students	62.2%	71.1%	75.2%	60.1%	60.2%	55.9%	63.1%	*	69.5%	51.0%	59.4%	52.7%	57.0%
Missing data**	21.6	24.1	11.2	6.1	16.2	26.6	19.4	*	11.9	22.0	17.6	24.7	23.1
Teachers' Rating of Student as "High" on the Following Characteristics													
Maturity level	30.2%	34.8%	39.6%	28.3%	27.4%	25.0%	30.0%	*	32.4%	18.7%	22.6%	21.5%	23.7%
Motivation to learn	42.9%	55.4%	51.1%	39.9%	39.8%	35.9%	43.4%	*	43.4%	40.8%	32.5%	36.3%	38.3%
Completes homework assignments	52.8%	61.3%	56.5%	50.8%	52.2%	43.1%	51.9%	*	30.7%	42.4%	44.1%	48.8%	44.2%
Completes seatwork	55.8%	63.1%	63.4%	52.4%	58.0%	50.6%	56.8%	*	60.5%	32.7%	42.1%	47.5%	46.9%
Pays attention	42.7%	54.4%	52.3%	40.0%	39.6%	32.9%	42.5%	*	38.7%	24.2%	29.4%	32.5%	32.7%
Asks questions in class	24.9%	30.6%	22.4%	24.3%	22.2%	27.1%	25.6%	*	7.1%	29.5%	15.6%	23.1%	19.6%
Volunteers answers in class	39.0%	44.9%	39.2%	34.6%	34.3%	36.2%	37.7%	*	19.4%	26.8%	22.4%	31.4%	27.0%
Asks for extra help	16.2%	10.9%	15.3%	13.1%	20.3%	24.3%	17.7%	*	14.8%	19.5%	18.6%	20.2%	19.2%
Missing data**	20.7	25.2	12.0	6.0	18.2	26.8	20.0	*	19.4	29.5	17.1	24.8	23.0
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Profile

Exhibit A3.12
Teacher Judgment of Students' Classroom Performance by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to Which "Very Much" Describes the Student	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Is a creative person	37.5%	30.2%	48.3%	43.4%	39.0%	20.9%	28.8%	38.9%	35.4%
Can work independently on an assignment	57.1%	52.2%	55.4%	71.8%	56.0%	45.8%	37.8%	52.5%	48.5%
Can concentrate for at least 1/2 hour	48.6%	43.4%	56.5%	64.0%	51.2%	41.3%	37.2%	50.8%	46.9%
Can write a well developed paragraph/paper	36.9%	27.0%	28.7%	40.1%	29.4%	23.7%	15.2%	27.3%	24.1%
Can cooperate with other students	61.4%	53.6%	63.8%	79.9%	61.1%	64.4%	44.7%	64.2%	59.5%
Missing data **	17.0	18.6	12.6	41.1	19.8	39.7	12.3	16.6	16.92
Teacher Rating of Student as "High" on the Following Characteristics									
Maturity level	26.7%	24.1%	30.8%	43.2%	29.3%	27.3%	18.9%	20.8%	20.7%
Motivation to learn	46.7%	38.7%	46.7%	59.7%	44.6%	60.2%	40.4%	44.8%	44.5%
Completes homework assignments	56.4%	42.4%	49.6%	65.4%	48.3%	46.6%	44.1%	49.1%	47.7%
Completes seatwork	52.5%	49.5%	53.3%	64.5%	53.0%	44.9%	39.6%	45.2%	43.8%
Pays attention	39.1%	35.2%	34.8%	51.0%	37.1%	36.9%	28.8%	32.4%	31.7%
Asks questions in class	26.9%	31.3%	21.8%	34.3%	28.1%	10.6%	14.9%	27.0%	23.1%
Volunteers answers in class	44.2%	41.8%	32.7%	59.0%	40.5%	5.3%	28.9%	36.2%	32.8%
Asks for extra help	17.7%	24.7%	15.0%	6.7%	18.5%	17.4%	20.6%	17.9%	18.5%
Missing data **	18.1	20.0	14.7	41.2	20.9	39.7	8.3	15.8	15.7

(continued)

Exhibit A3.12
Teacher Judgment of Students' Classroom Performance by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to Which "Very Much" Describes the Student	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort									
Is a creative person	33.0%	28.8%	34.5%	34.0%	31.4%	31.2%	21.4%	30.2%	27.5%
Can work independently on an assignment	58.3%	55.8%	56.0%	52.8%	55.4%	36.8%	36.8%	48.2%	43.7%
Can concentrate for at least 1/2 hour	55.2%	55.1%	52.3%	59.1%	54.8%	50.9%	43.2%	51.0%	48.6%
Can write a well developed paragraph/paper	41.9%	38.1%	39.7%	34.2%	38.1%	7.1%	20.5%	23.6%	21.2%
Can cooperate with other students	62.2%	63.5%	65.7%	55.2%	63.1%	53.6%	60.0%	55.8%	57.0%
Missing data	21.6	14.7	18.8	35.7	19.4	6.0	21.0	26.1	23.1
Teacher Rating of Student as "High" on the Following Characteristics									
Maturity level	30.2%	29.6%	30. %4	30.5%	30.0%	14.7%	28.4%	22.3%	23.7%
Motivation to learn	42.9%	42.2%	44.3%	45.1%	43.4%	49.9%	36.7%	37.7%	38.3%
Completes homework assignments	52.8%	51.4%	52.6%	52.4%	51.9%	48.0%	35.9%	48.1%	44.2%
Completes seatwork	55.8%	58.0%	55.2%	56.3%	56.8%	37.7%	49.1%	46.9%	46.9%
Pays attention	42.7%	44.3%	41.6%	37.7%	42.5%	28.6%	30.8%	34.2%	32.7%
Asks questions in class	24.9%	24.8%	25.1%	29.9%	25.6%	15.5%	17.0%	21.5%	19.6%
Volunteers answers in class	39.0%	37.3%	37.0%	40.3%	37.7%	21.2%	7.0%	30.4%	27.0%
Asks for extra help	16.2%	14.7%	20.8%	21.7%	17.7%	18.4%	18.7%	19.5%	19.2%
Missing data**	20.7	15.4	19.6	36.4	20.0	4.7	21.1	26.1	23.0
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

** = Represents the largest proportion of missing data for the series of variables.
Source: *Prospects*, Student Profile

Exhibit A3.13
Teacher Judgment of Student Affective Characteristics by School Poverty Concentration
and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to Which "Very Much" Describes the Student	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Is honest most of the time	69.5%	73.6%	64.9%	79.9%	64.8%	60.1%	67.4%	75.4%	73.5%	74.6%	72.7%	68.8%	71.5%
Makes friends easily	56.2%	64.7%	55.4%	63.7%	59.2%	55.6%	59.4%	63.6%	54.6%	65.2%	45.9%	60.7%	55.1%
Gets along with teachers	74.8%	73.3%	76.9%	85.6%	71.3%	73.2%	74.6%	82.0%	77.8%	84.2%	75.9%	75.9%	77.0%
Feels that he/she is a person of value, an equal to others	68.1%	66.1%	53.1%	64.1%	68.5%	55.1%	63.1%	50.9%	60.9%	59.0%	51.2%	62.9%	57.4%
Has respect for authority	71.2%	76.6%	73.1%	85.1%	68.6%	63.2%	71.5%	74.1%	80.7%	85.6%	63.0%	75.7%	72.1%
Is happy most of the time	66.5%	72.7%	60.9%	76.1%	68.6%	64.0%	68.5%	61.0%	70.1%	78.0%	64.9%	72.2%	69.0%
Missing data**	17.6	35.5	17.6	2.2	16.6	31.8	21.9	42.3	11.0	19.0	9.8	20.9	17.0
3rd Grade Cohort													
Is honest most of the time	71.7%	85.8%	76.3%	66.9%	64.3%	56.1%	68.2%	*	71.7%	58.0%	65.0%	61.6%	64.7%
Makes friends easily	53.2%	52.0%	62.8%	48.5%	59.3%	46.7%	53.4%	*	49.6%	36.6%	47.9%	49.3%	48.9%
Gets along with teachers	72.5%	78.7%	74.3%	72.5%	69.1%	64.9%	70.9%	*	69.8%	64.1%	65.3%	69.7%	69.1%
Feels that he/she is a person of value, an equal to others	58.4%	57.2%	59.4%	43.6%	54.7%	52.9%	53.7%	*	56.2%	41.5%	34.9%	51.1%	46.8%
Has respect for authority	71.6%	79.5%	76.1%	67.7%	67.4%	61.0%	69.2%	*	82.4%	63.3%	68.0%	71.8%	71.6%
Is happy most of the time	57.8%	63.7%	62.4%	55.3%	53.3%	54.4%	56.9%	*	53.1%	51.6%	51.3%	52.8%	53.3%
Missing data**	21.6	23.8	11.2	6.7	16.9	25.7	19.5	*	10.6	27.0	17.3	24.8	23.0
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Profile

Exhibit A3.14
Teacher Judgment of Student Affective Characteristics by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to Which "Very Much" Describes the Student	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Is honest most of the time	69.5%	61.7%	71.3%	77.9%	67.4%	88.2%	66.5%	72.1%	71.5%
Makes friends easily	56.2%	55.4%	58.8%	76.6%	59.4%	58.2%	54.0%	55.3%	55.1%
Gets along with teachers	74.8%	71.8%	74.3%	85.9%	74.6%	87.1%	70.7%	78.6%	77.0%
Feels that he/she is a person of value, an equal to others	68.1%	58.2%	67.3%	68.8%	63.1%	67.5%	51.1%	58.9%	57.4%
Has respect for authority	71.2%	66.0%	75.0%	81.3%	71.5%	74.8%	67.3%	73.7%	72.1%
Is happy most of the time	66.5%	66.7%	67.1%	79.6%	68.5%	64.1%	68.1%	69.7%	69.0%
Missing data **	20.4	19.5	17.9	40.9	21.9	45.9	11.5	16.8	17.0
3rd Grade Cohort									
Is honest most of the time	71.7%	68.6%	70.9%	60.5%	68.2%	70.0%	66.8%	62.9%	64.7%
Makes friends easily	53.2%	51.7%	56.6%	52.4%	53.4%	36.2%	50.2%	49.9%	48.9%
Gets along with teachers	72.5%	71.8%	71.0%	67.5%	70.9%	77.8%	63.1%	71.2%	69.1%
Feels that he/she is a person of value, an equal to others	58.4%	51.5%	57.0%	54.7%	53.7%	51.4	38.4%	50.6%	46.8%
Has respect for authority	71.6%	68.7%	70.2%	68.6%	69.2%	72.6%	69.0%	72.9%	71.6%
Is happy most of the time	57.8%	57.6%	56.3%	56.2%	56.9%	62.4%	48.5%	54.7%	53.3%
Missing data **	21.6	14.3	18.8	36.1	19.5	4.7%	21.0%	25.8%	23.0%
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,446	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

** = Represents the largest proportion of missing data for the series of variables.

Source: *Prospects*, Student Profile

Exhibit A3.15
Teacher Report of Students' Potential Obstacles to Learning and Growth bv School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Reports of Student Problems	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
General health or hygiene problem	17.2%	9.5%	17.1%	7.7%	19.8%	21.8%	16.6%	8.7%	21.9%	11.9%	31.5%	19.1%	23.0%
Inadequate nutrition	5.8%	4.9%	3.2%	6.6%	5.9%	10.0%	6.2%	3.6%	6.8%	10.7%	8.6%	9.9%	8.8%
Inadequate rest	10.1%	3.9%	25.3%	11.3%	11.5%	15.7%	12.7%	2.5%	19.6%	6.3%	10.4%	9.6%	10.4%
Absenteeism	8.2%	8.9%	10.5%	4.0%	11.1%	11.3%	9.8%	1.9%	5.4%	4.5%	11.0%	8.7%	8.5%
Class-cutting	1.1%	0.0%	0.9%	0.0%	0.0%	0.2%	0.1%	0.0%	0.4%	0.0%	4.2%	2.5%	2.6%
Truancy	2.0%	0.2%	0.0%	0.0%	2.8%	2.7%	1.7%	0.0%	1.1%	0.0%	4.2%	0.7%	2.0%
Cheating	9.7%	19.5%	12.2%	2.1%	13.8%	13.2%	12.9%	16.4%	6.1%	4.6%	7.5%	9.1%	8.4%
Physical conflict	14.9%	14.0%	21.4%	5.2%	18.1%	16.6%	15.8%	15.5%	9.3%	8.9%	8.0%	13.3%	10.8%
Verbal abuse of others	12.2%	10.9%	7.4%	5.8%	13.1%	16.6%	11.7%	2.1%	3.7%	4.3%	13.4%	8.9%	9.4%
Missing Data**	27.4	40.7	29.1	14.1	22.7	39.1	30.0	43.1	24.7	35.2	19.9	34.3	26.2
3rd Grade Cohort													
General health or hygiene problem	11.0%	6.3%	12.3%	20.1%	15.1%	19.4%	14.8%	*	6.5%	9.3%	13.4%	19.2%	15.4%
Inadequate nutrition	3.5%	2.9%	8.2%	3.8%	1.3%	7.5%	4.4%	*	1.7%	11.2%	7.7%	5.1%	5.7%
Inadequate rest	8.1%	8.6%	8.5%	11.1%	4.0%	14.3%	8.9%	*	14.9%	13.2%	9.2%	11.0%	10.9%
Absenteeism	6.5%	4.8%	1.4%	10.4%	8.1%	9.4%	7.2%	*	0.4%	5.4%	8.3%	10.1%	7.7%
Class-cutting	0.5%	0.6%	0.0%	1.3%	0.0%	1.2%	0.6%	*	0.0%	0.0%	1.6%	0.8%	0.8%
Truancy	1.0%	0.6%	0.0%	0.0%	0.2%	1.8%	0.6%	*	0.0%	1.5%	0.6%	1.6%	1.1%
Cheating	4.7%	3.7%	3.9%	5.1%	5.2%	7.6%	5.3%	*	2.2%	10.9%	10.4%	10.7%	9.3%
Physical conflict	11.1%	11.8%	9.0%	14.2%	8.2%	18.1%	12.5%	*	9.0%	14.9%	17.0%	15.5%	14.4%
Verbal abuse of others	14.0%	14.3%	11.0%	21.2%	11.7%	19.8%	15.7%	*	0.0%	25.7%	20.4%	19.8%	17.3%
Missing Data**	28.6	29.7	19.9	30.1	35.7	47.0	35.2	*	21.2	24.0	37.8	37.4	34.8
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

** = Percentages represent the maximum amount of missing data for any item.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A3.16

Teacher Report of Students' Potential Obstacles to Learning and Growth by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement

(weighted column percentages)

Teacher Reports of Student Problems	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
General health or hygiene problem	17.2%	21.4%	13.8%	7.9%	16.6%	10.1%	17.4%	25.9%	23.0%
Inadequate nutrition	5.8%	5.4%	7.9%	4.1%	6.2%	0.9%	14.9%	7.1%	8.8%
Inadequate rest	10.1%	11.2%	16.0%	7.9%	12.7%	10.9%	10.4%	10.3%	10.4%
Absenteeism	8.2%	7.0%	14.4%	5.9%	9.8%	5.5%	10.9%	7.9%	8.5%
Class-cutting	1.1%	0.0%	0.3%	0.2%	0.1%	0.0%	0.3%	3.7%	2.6%
Truancy	2.0%	0.9%	2.7%	1.3%	1.7%	0.0%	0.3%	2.7%	2.0%
Cheating	9.7%	14.2%	12.9%	8.1%	12.9%	15.3%	8.7%	7.8%	8.4%
Physical conflict	14.9%	17.7%	15.9%	8.6%	15.8%	5.2%	11.3%	11.0%	10.8%
Verbal abuse of others	12.2%	12.8%	11.5%	8.2%	11.7%	6.6%	4.3%	11.5%	9.4%
Missing Data**	27.4	31.7	20.2	45.5	30.0	51.5	17.8	26.6	26.2
3rd Grade Cohort									
General health or hygiene problem	11.0%	14.1%	14.4%	16.6%	14.8%	16.9%	11.4%	16.7%	15.4%
Inadequate nutrition	3.5%	4.4%	4.3%	4.2%	4.4%	5.6%	6.2%	5.5%	5.7%
Inadequate rest	8.1%	10.1%	6.5%	8.6%	8.9%	12.5%	9.5%	11.1%	10.9%
Absenteeism	6.5%	8.8%	4.2%	6.4%	7.2%	6.3%	6.6%	8.5%	7.7%
Class-cutting	0.5%	0.5%	0.7%	0.7%	0.6%	1.8%	1.2%	0.3%	0.8%
Truancy	1.0%	0.6%	0.4%	0.9%	0.6%	2.6%	0.5%	0.9%	1.1%
Cheating	4.7%	5.7%	3.6%	6.0%	5.3%	7.6%	12.0%	8.5%	9.3%
Physical conflict	11.1%	13.8%	13.2%	8.6%	12.5%	11.1%	21.6%	12.0%	14.4%
Verbal abuse of others	14.0%	16.6%	13.4%	15.8%	15.7%	14.9%	22.4%	15.5%	17.3%
Missing Data**	28.6	28.2	35.1	49.4	35.2	21.0	41.3	35.2	34.8
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Classroom Teacher Questionnaire

** = Represents the maximum amount of missing data for any item

Exhibit A3.17
School Attendance by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Number of Days of School Missed This Year	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
None	9.6%	16.7%	8.9%	4.7%	9.5%	7.4%	10.0%	16.3%	13.6%	5.0%	7.8%	9.2%	9.5%
1 to 2 days	19.0%	19.4%	15.7%	12.5%	13.0%	19.5%	15.8%	12.4%	24.0%	20.7%	21.7%	19.9%	20.3%
3 to 4 days	18.0%	20.6%	18.5%	12.6%	16.4%	12.9%	16.5%	26.1%	17.9%	15.1%	16.7%	16.1%	17.2%
5 to 10 days	33.4%	28.0%	28.6%	34.6%	30.3%	33.1%	30.4%	32.6%	33.1%	31.4%	31.9%	33.3%	32.6%
11 to 20 days	16.1%	13.4%	26.0%	22.4%	25.6%	19.7%	21.8%	12.7%	10.9%	23.7%	16.8%	16.4%	16.2%
Over 20 days	3.9%	1.9%	2.3%	13.2%	5.2%	7.4%	5.5%	0.0%	0.5%	4.1%	5.0%	5.2%	4.2%
Missing Data	9.7	3.3	8.0	1.6	9.8	20.8	10.0	0.7	13.5	14.6	7.9	6.5	7.7
3rd Grade Cohort													
None	14.0%	19.9%	18.3%	14.8%	23.6%	14.9%	19.0%	*	20.9%	8.4%	20.4%	11.9%	14.8%
1 to 2 days	21.1%	31.1%	19.7%	27.0%	15.2%	19.3%	22.1%	*	28.0%	23.5%	23.2%	23.5%	23.8%
3 to 4 days	18.9%	16.2%	23.0%	15.4%	18.4%	14.5%	16.8%	*	14.9%	24.7%	16.1%	17.6%	17.4%
5 to 10 days	30.3%	20.7%	23.5%	22.0%	27.0%	28.8%	24.8%	*	26.8%	26.7%	22.3%	28.9%	27.2%
11 to 20 days	12.9%	10.9%	13.7%	17.3%	14.1%	16.0%	14.1%	*	8.7%	7.5%	15.4%	12.8%	12.4%
Over 20 days	2.8%	1.3%	1.8%	3.6%	1.7%	6.5%	3.3%	*	0.7%	9.2%	2.6%	5.4%	4.3%
Missing Data	9.5	2.3	18.3	2.3	5.5	18.1	9.7	*	6.7	2.3	4.6	7.0	7.5
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Abstract

Exhibit A3.18
School Attendance by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Number of Days of School Missed This Year	All Public School Students	Other Language Minority: School LEP Concentration 0-4%	5-24%	25-100%	Total Other LM	Limited English Proficient (LEP): School LEP Concentration 0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
None	9.6%	11.1%	6.0%	16.0%	10.0%	8.0%	8.4%	10.0%	9.5%
1 to 2 days	19.0%	16.4%	13.8%	19.1%	15.8%	13.6%	13.8%	23.3%	20.3%
3 to 4 days	18.0%	17.4%	15.6%	15.8%	16.5%	34.0%	10.9%	17.7%	17.2%
5 to 10 days	33.4%	31.8%	27.9%	31.9%	30.4%	32.0%	37.7%	30.9%	32.6%
11 to 20 days	16.1%	20.7%	27.1%	11.8%	21.8%	12.4%	25.2%	13.5%	16.2%
Over 20 days	3.9%	2.6%	9.7%	5.4%	5.5%	0.0%	4.1%	4.7%	4.2%
Missing data	9.7	2.7	9.5	30.9	10.0	7.3	5.8	8.4	7.7
3rd Grade Cohort									
None	14.0%	16.5%	23.4%	17.7%	19.0%	13.0%	19.7%	12.6%	14.8%
1 to 2 days	21.1%	25.3%	18.1%	20.0%	22.1%	23.9%	27.3%	22.1%	23.8%
3 to 4 days	18.9%	17.8%	16.3%	14.3%	16.8%	22.1%	16.7%	17.3%	17.4%
5 to 10 days	30.3%	23.1%	25.7%	28.4%	24.8%	26.6%	23.8%	28.9%	27.2%
11 to 20 days	12.9%	15.2%	13.4%	11.5%	14.1%	3.9%	10.7%	14.1%	12.4%
Over 20 days	2.8%	2.2%	2.8%	8.2%	3.3%	10.5%	1.7%	5.0%	4.3%
Missing data	9.5	7.2	7.6	20.3	9.7	9.5	7.8	7.2	7.5
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

Source: *Prospects*, Student Abstract

Exhibit A3.19
Student Tardiness by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Number of Days of Late for School This Year	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
None	60.3%	63.4%	56.8%	56.5%	50.8%	62.8%	56.8%	49.9	66.0%	61.6%	56.1%	71.4%	64.4%
1 to 2 days	22.7%	23.9%	27.7%	20.2%	23.2%	19.1%	22.9%	27.4	18.0%	19.2%	22.4%	17.4%	19.8%
3 to 4 days	6.6%	4.6	7.3%	8.4	11.8%	6.5%	8.5%	10.8	7.3	9.5	14.4%	4.5%	8.1%
5 to 10 days	6.7%	6.3	3.5	9.6	12.6%	7.1%	8.8%	5.5	7.1	7.5	3.6%	4.3%	4.8%
11 to 20 days	2.8%	1.9	4.5	3.0	1.5%	1.6%	2.2%	4.9	1.6	2.0	1.9	1.9	2.2%
Over 20 days	0.9%	0.0	0.2	2.3	0.1	2.8	0.9%	1.5	0.0	0.2	1.5	0.6	0.8%
Missing Data	21.7	19.7	12.4	20.0	23.9	29.9	22.7	12.0	19.3	16.8	48.8	17.8	27.8
3rd Grade Cohort													
None	65.8%	56.3%	68.1%	65.8%	60.0%	65.7%	62.7%	*	67.9%	55.1%	67.5%	68.0%	65.9%
1 to 2 days	19.6%	25.3%	15.0%	17.9%	28.2%	17.1%	21.3%	*	21.8%	35.3%	20.6%	18.6%	21.8%
3 to 4 days	5.7%	3.4%	7.0%	7.8%	5.0%	7.3%	5.9%	*	1.3%	6.0%	4.5%	5.6%	4.9%
5 to 10 days	5.7%	8.9%	4.1%	7.0%	5.2%	6.0%	6.4%	*	4.7%	2.0%	4.0%	4.2%	3.8%
11 to 20 days	2.5%	4.8%	5.6%	1.3%	1.1%	2.2%	2.8%	*	3.5%	0.8%	2.8%	2.8%	2.9%
Over 20 days	0.8%	1.4%	0.2%	0.1%	0.5%	1.6%	0.9%	*	0.9%	0.8%	0.6%	0.8%	0.7%
Missing Data	25.1	18.5	26.1	7.8	44.8	25.1	27.2	*	23.4	4.8	29.9	13.5	18.8
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status

Source: *Prospects*, Student Abstract

Exhibit A3.20
Student Tardiness by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Number of Days Late for School This Year	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
None	60.3%	59.0%	52.8%	68.6%	56.8%	55.6%	55.3%	69.5%	64.4%
1 to 2 days	22.7%	23.5%	23.6%	17.0%	22.9%	21.5%	26.1%	16.8%	19.8%
3 to 4 days	6.6%	8.9%	8.3%	7.5%	8.5%	12.8%	12.8%	5.5%	8.1%
5 to 10 days	6.7%	6.0%	13.2%	6.2%	8.8%	7.8%	2.9%	5.2%	4.8%
11 to 20 days	2.8%	2.3%	1.8%	2.5%	2.2%	0.6%	2.5%	2.2%	2.2%
Over 20 days	0.9%	0.3%	1.0%	3.0%	0.9%	1.7%	0.6%	0.8%	0.8%
Missing data	21.7	14.5	16.7	57.4	22.7	16.8	14.4	33.5	27.8
3rd Grade Cohort									
None	65.8%	65.1%	60.8%	58.4%	62.7%	*	65.9%	63.9%	65.9%
1 to 2 days	19.6%	21.5%	20.1%	22.3%	21.2%	*	24.7%	22.1%	21.8%
3 to 4 days	5.7%	4.3%	9.2%	6.2%	5.9%	*	2.3%	5.9%	4.9%
5 to 10 days	5.7%	5.9%	5.8%	8.9%	6.4%	*	4.1%	3.9%	3.8%
11 to 20 days	2.5%	2.5%	3.2%	3.0%	2.8%	*	2.1%	3.5%	2.9%
Over 20 days	0.8%	0.7%	1.1%	1.2%	0.9%	*	1.0%	0.7%	0.7%
Missing data	25.1	19.1	39.7	27.0	27.2	*	28.7	13.3	18.8
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Source: *Prospects*, Student Abstract

Exhibit A3.21
Student Suspensions by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Was Student Suspended This School Year?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Yes	0.3%	0.0	0.0	0.0	0.4	0.7	0.3%	0.0	0.0	0.0	0.0	0.9	0.4%
No	99.7%	100.0%	100.0%	100.0%	99.6%	99.3%	99.7%	100.0%	100.0%	100.0%	100.0%	99.1%	99.6%
Missing data	14.1	0.0	18.4	2.0	11.9	26.4	12.6	0.7	16.5	11.7	8.7	12.3	10.5
3rd Grade Cohort													
Yes	1.4%	0.0	0.2	2.2	0.8	2.7%	1.2%	*	0.0	0.0	1.2	1.5	1.3%
No	98.6%	100.0%	99.8%	97.8%	99.2%	97.3%	98.8%	*	100.0%	100.0%	98.8%	98.5%	98.7%
Missing data	13.1	2.4	25.2	5.8	7.2	21.2	12.2	*	9.9	11.8	9.0	9.3	11.9
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75.066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.

Source: *Prospects*, Student Abstract

Exhibit A3.22
Student Suspensions by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

		Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
Was Student Suspended This School Year?	**All Public School Students**	**0-4%**	**5-24%**	**25-100%**	**Total Other LM**	**0-4%**	**5-24%**	**25-100%**	**Total LEP**
1st Grade Cohort									
Yes	0.3%	0.3%	0.2%	0.5%	0.3%	0.0%	0.4%	0.4%	0.4%
No	99.7%	99.7%	99.8%	99.5%	99.7%	100.0%	99.6%	99.6%	99.6%
Missing data	14.1	5.1	9.0	18.6	12.6	5.1	9.0	11.6	10.5
3rd Grade Cohort									
Yes	1.4%	1.0%	1.6%	1.0%	1.2%	*	1.3%	1.5%	1.3%
No	98.6%	99.0%	98.4%	99.0%	98.8%	*	98.7%	98.5%	98.7%
Missing data	13.1	11.0	9.0	21.6	12.2	*	19.6	7.7	11.9
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

Source: *Prospects*, Student Abstract

Exhibit A3.23
Teacher Rating of Student English Proficiency by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgement of Extent to Which "Excellent," Describes Student English Proficiency	Limited English Proficient (LEP)					
	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Understanding	*	12.6%	38.2%	25.3%	12.6%	18.8%
Speaking	*	8.7%	25.6%	20.8%	8.1%	14.9%
Reading	*	4.7%	14.6%	8.5%	5.5%	7.7%
Writing	*	2.8%	13.4%	6.9%	3.4%	6.0%
Missing data**	*	15.1	25.3	8.7	21.2	18.1
3rd Grade Cohort						
Understanding	*	17.3%	19.2%	18.9%	21.3%	19.9%
Speaking	*	19.2%	9.5%	20.0%	15.4%	15.9%
Reading	*	12.4%	5.1%	10.8%	6.2%	7.5%
Writing	*	10.5%	4.7%	7.3%	5.9%	6.3%
Missing data**	*	35.7	27.7	21.1	27.1	28.6
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Profile

Exhibit A3.24
Teacher Rating of Student English Proficiency by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Teacher Judgment of Extent to which "Excellent," Describes Student English Proficiency	Limited English Proficient (LEP)			
	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
Understanding	*	14.4%	20.8%	18.8%
Speaking	*	6.7%	16.3%	14.9%
Reading	*	4.5%	8.0%	7.7%
Writing	*	7.3%	4.8%	6.0%
Missing data**	*	12.5	16.8	18.1
3rd Grade Cohort				
Understanding	*	17.1%	22.7%	19.9%
Speaking	*	15.9%	16.7%	15.9%
Reading	*	7.6%	7.9%	7.5%
Writing	*	5.7%	6.7%	6.3%
Missing data**	*	29.7	29.5	28.6
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

** = Represents the largest proportion of missing data for the series of variables.

Source: *Prospects*, Student Profile

Exhibit A3.25
Teacher Rating of Student Non-English Proficiency by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement:
(weighted column percentages)

Teacher Judgement of Extent to Which "Excellent," Describes Student English Proficiency	Limited English Proficient (LEP)					
	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Understanding	*	22.0%	33.0%	46.6%	41.3%	39.3%
Speaking	*	18.3%	27.6%	43.0%	32.2%	33.4%
Reading	*	3.7%	4.5%	11.4%	20.0%	13.5%
Writing	*	2.1%	3.3%	5.7%	17.1%	9.9%
Missing data	*	14.3	28.8	9.7	21.6	18.7
3rd Grade Cohort						
Understanding	*	9.0%	34.7%	40.1%	34.1%	32.8%
Speaking	*	7.1%	28.5%	30.8%	24.0%	23.7%
Reading	*	1.1%	17.5%	7.3%	14.9%	11.5%
Writing	*	1.1%	3.4%	6.2%	9.3%	7.0%
Missing data**	*	35.8	32.9	21.3	26.0	28.3
Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Student Profile

Exhibit A3.26

Teacher Rating of Student Non-English Proficiency by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement

(weighted column percentages)

Teacher Judgment of Extent to Which "Excellent," Describes Student Non-English Proficiency	Limited English Proficient (LEP)			
	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
Understanding	*	23.4%	46.0%	39.3%
Speaking	*	23.3%	38.0%	33.4%
Reading	*	8.8%	15.5%	13.5%
Writing	*	5.7%	11.6%	9.9%
Missing data**	*	12.4	17.7	18.7
3rd Grade Cohort				
Understanding	*	22.9%	39.2%	32.8%
Speaking	*	19.2%	28.0%	23.7%
Reading	*	3.6%	16.4%	11.5%
Writing	*	2.1%	9.9%	7.0%
Missing data**	*	30.6	29.0	28.3
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
** = Represents the largest proportion of missing data for the series of variables.
Source: *Prospects*, Student Profile

Exhibit A3.27
Percentage of Students Who Have Ever Been Retained by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Has Student Ever Repeated a Grade?	All Public School Students	Other Language Minority						Limited English Proficient (LEP)					
		School Poverty Concentration						School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total Other LM	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort													
Yes	10.1%	4.0%	19.6%	9.7%	26.8%	21.2%	18.3%	*	4.1%	16.3%	28.2%	9.6%	15.8%
No	89.9%	96.0%	80.4%	90.3%	73.2%	78.8%	81.7%	*	95.9%	83.7%	71.8%	90.4%	84.2%
Missing Data	18.2	2.5	3.7	1.0	13.3	21.1	10.4	*	19.3	35.5	27.3	30.9	27.6
3rd Grade Cohort													
Yes	15.2%	7.5%	10.3%	22.9%	17.3%	31.0%	18.9%	*	8.6%	28.4%	20.3%	23.7%	21.4%
No	84.8%	92.5%	89.7%	77.1%	82.7%	69.0%	81.1%	*	91.4%	71.6%	79.7%	76.3%	78.6%
Missing Data	22.8	6.8	9.4	8.5	16.2	21.0	14.0	*	30.4	22.8	30.3	35.2	32.9
Total Weighted N													
1st Grade	3,555,521	60,700	37,953	35,062	119,867	69,588	326,222	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	58,640	33,935	38,014	75,166	75,066	286,192	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.
Note: Total Ns for Other LM and LEP includes cases with unknown poverty status.
Source: *Prospects*, Parent Questionnaire

Exhibit A3.28
Percentage of Students Who Have Ever Been Retained by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Has Student Ever Repeated a Grade?	All Public School Students	Other Language Minority				Limited English Proficient (LEP)			
		School LEP Concentration				School LEP Concentration			
		0-4%	5-24%	25-100%	Total Other LM	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort									
Yes	10.1%	18.1%	20.6%	12.9%	18.3%	10.2%	22.2%	14.1%	15.8%
No	89.9%	81.9%	79.4%	87.1%	81.7%	89.8%	77.8%	85.9%	84.2%
Missing data	18.2	4.8	7.6	31.4	10.4	12.2	22.4	31.0	27.6
3rd Grade Cohort									
Yes	15.2%	22.6%	12.9%	18.3%	18.9%	*	18.0%	24.3%	21.4%
No	84.8%	77.4%	87.1%	81.7%	81.7%	*	82.0%	75.7%	78.6%
Missing data	22.8	5.3	16.0	34.8	14.0	*	29.6	34.9	32.9
Total Weighted N									
1st Grade	3,555,521	153,161	116,613	56,448	326,222	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	142,561	93,046	50,584	286,192	10,770	51,962	106,622	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates

Source: *Prospects*, Parent Questionnaire

Exhibit A3.29
Percentage of LEP Students Who Have Ever Been Retained by Participation in ESL/bilingual Programs and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	1st Grade Cohort: LEP Students	3rd Grade Cohort: LEP Students
Type of ESL/Bilingual Program	**Percentage Retained**	**Percentage Retained**
Chapter 1	6.9%	31.5%
Other Federally Funded	14.6%	35.5%
Other State Funded	14.1%	27.6%
Other Locally Funded	16.7%	20.5%
Missing Data	25.5	24.6
Total Weighted N	255,865	169,354

Source: *Prospects*, Student Abstract

Exhibit A4.1
Supplementary Education Participation by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Program Participation	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Reading						
Chapter 1 schoolwide	0.0%	0.0%	0.0%	0.0%	14.6%	6.4%
Chapter 1 non-schoolwide	3.2%	11.3%	17.4%	34.5%	56.0%	37.9%
Other supplementary programs	5.7%	0.0%	4.9%	1.9%	2.0%	2.3%
School participates in Chapter 1, but no services to LEP child	0.3%	53.2%	16.3%	51.0%	20.2%	31.1%
School does not participate in Chapter 1, and no services to LEP child	90.8%	35.5%	61.4%	12.7%	7.2%	22.3%
Math						
Chapter 1 schoolwide	0.0%	0.0%	0.0%	0.0%	14.6%	6.5%
Chapter 1 non-schoolwide	0.7%	10.2%	6.6%	12.7%	35.9%	21.3%
Other supplementary programs	5.7%	0.0%	0.0%	1.2%	2.8%	2.1%
School participates in Chapter 1, but no services to LEP child	1.5%	39.2%	17.6%	16.9%	21.9%	19.9%
School does not participate in Chapter 1, and no services to LEP child	92.2%	50.5%	75.8%	69.2%	24.8%	50.2%
ESL/BE						
Chapter 1 non-schoolwide	1.8%	22.2%	1.3%	2.8%	43.4%	23.2%
Other supplementary programs	60.1%	55.0%	17.7%	69.4%	31.7%	46.0%
School participates in Chapter 1, but no services to LEP child	0.0%	1.9%	10.2%	6.5%	10.0%	7.5%
School does not participate in Chapter 1, and no services to LEP child	38.2%	20.9%	70.8%	21.3%	14.9%	23.3%
Missing data**	0.0	37.9	13.1	27.6	7.4	16.8
3rd Grade Cohort						
Reading						
Chapter 1 schoolwide	*	0.0%	0.0%	0.0%	14.6%	7.9%
Chapter 1 non-schoolwide	*	11.2%	58.6%	32.7%	63.1%	48.9%
Other supplementary programs	*	16.0%	6.6%	4.1%	5.8%	6.3%
School participates in Chapter 1, but no services to LEP child	*	34.7%	26.8%	36.7%	16.0%	22.8%
School does not participate in Chapter 1, and no services to LEP child	*	38.1%	8.0%	26.5%	0.5%	14.0%
Math						
Chapter 1 schoolwide	*	0.0%	0.0%	0.0%	14.6%	7.9%
Chapter 1 non-schoolwide	*	5.9%	44.1%	22.0%	50.3%	37.2%
Other supplementary programs	*	8.4%	6.6%	3.1%	7.0%	6.2%
School participates in Chapter 1, but no services to LEP child	*	21.7%	40.6%	29.3%	19.4%	23.1%
School does not participate in Chapter 1, and no services to LEP child	*	64.0%	8.8%	45.5%	8.7%	25.5%
ESL/BE						
Chapter 1 non-schoolwide	*	11.7%	10.3%	5.6%	40.9%	26.6%
Other supplementary programs	*	37.2%	57.5%	66.9%	29.7%	42.7%
School participates in Chapter 1, but no services to LEP child	*	3.3%	8.7%	6.1%	21.3%	14.2%
School does not participate in Chapter 1, and no services to LEP child	*	47.8%	23.5%	21.4%	8.1%	16.5%
Missing data**	*	23.6	20.5	20.0	7.7	14.9
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest proportion of missing data for the series of variables.

Note: Total N include cases with unknown poverty status.

Source: *Prospects*, Student Abstract

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Exhibit A4.2
Supplementary Education Participation by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School LEP Concentration			
Program Participation	**0-4%**	**5-24%**	**25-100%**	**Total LEP**
1st Grade Cohort				
Reading				
Chapter 1 schoolwide	2.8%	11.0%	5.3%	6.4%
Chapter 1 non-schoolwide	14.2%	24.3%	44.7%	37.9%
Other supplementary programs	6.6%	1.4%	2.1%	2.3%
School participates in Chapter 1, but no services to LEP child	5.5%	34.4%	32.7%	31.1%
School does not participate in Chapter 1, and no services to LEP child	70.9	28.8%	15.1%	22.3%
Math				
Chapter 1 schoolwide	2.8%	11.0%	5.4%	6.5%
Chapter 1 non-schoolwide	0.0%	5.7%	28.5%	21.3%
Other supplementary programs	11.7%	0.0%	1.8%	2.1%
School participates in Chapter 1, but no services to LEP child	2.6%	26.3%	19.8%	19.9%
School does not participate in Chapter 1, and no services to LEP child	82.9%	57.0%	44.5%	50.2%
ESL/BE				
Chapter 1 schoolwide	8.7%	22.1%	25.3%	23.2%
Other supplementary programs	56.9%	41.4%	46.3%	46.0%
School participates in Chapter 1, but no services to LEP child	0.3%	6.2%	8.8%	7.5%
School does not participate in Chapter 1, and no services to LEP child	34.1%	30.3%	19.6%	23.3%
Missing data**	6.2	17.0	17.9	16.8
3rd Grade Cohort				
Reading				
Chapter 1 schoolwide	18.0%	8.6%	4.8%	7.9%
Chapter 1 non-schoolwide	37.3%	48.7%	52.3%	48.9%
Other supplementary programs	3.8%	5.9%	7.2%	6.3%
School participates in Chapter 1, but no services to LEP child	18.8%	19.6%	25.5%	22.8%
School does not participate in Chapter 1, and no services to LEP child	22.1%	17.1%	10.3%	14.0%
Math				
Chapter 1 schoolwide	18.0%	8.6%	4.8%	7.9%
Chapter 1 non-schoolwide	24.0%	45.9%	36.7%	37.2%
Other supplementary programs	3.1%	2.9%	8.7%	6.2%
School participates in Chapter 1, but no services to LEP child	23.3%	17.0%	26.0%	23.1%
School does not participate in Chapter 1, and no services to LEP child	31.6%	25.5%	23.8%	25.5%
ESL/BE				
Chapter 1 schoolwide	25.9%	41.4%	19.8%	26.6%
Other supplementary programs	29.4%	37.6%	49.0%	42.7%
School participates in Chapter 1, but no services to LEP child	14.7%	10.6%	15.8%	14.2%
School does not participate in Chapter 1, and no services to LEP child	30.0%	10.5%	15.4%	16.5%
Missing data**	5.9	22.4	13.3	14.9
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest proportion of missing data for the series of variables.

Source: *Prospects*, Student Abstract

Exhibit A4.3
Supplementary Education Participation by Achievement Level and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Supplementary Education Program	Achievement Level*			
	Low	Medium	High	Total LEP
1st Grade Cohort				
Reading Participation				
Chapter 1 schoolwide	7.9%	7.0%	11.1%	6.4%
Chapter 1 non-schoolwide	45.5%	33.7%	15.9%	37.9%
Other supplementary programs	2.4%	1.0%	5.6%	2.3%
School participates in Chapter 1, but no services to LEP child	27.4%	38.3%	42.3%	31.1%
School does not participate in Chapter 1, and no services to LEP child	16.8	20.0%	25.1%	22.3%
Math Participation				
Chapter 1 schoolwide	6.6%	10.6%	11.2%	6.5%
Chapter 1 non-schoolwide	25.3%	15.5%	13.5%	21.3%
Other supplementary programs	2.7%	1.3%	0.6%	2.1%
School participates in Chapter 1, but no services to LEP child	18.3%	20.5%	24.7%	19.9%
School does not participate in Chapter 1, and no services to LEP child	47.0%	52.1%	49.9%	50.2%
3rd Grade Cohort				
Reading Participation				
Chapter 1 schoolwide	8.7%	4.2%	1.6%	7.9%
Chapter 1 non-schoolwide	55.8%	30.6%	17.6%	48.9%
Other supplementary programs	5.5%	6.3%	0.9%	6.3%
School participates in Chapter 1, but no services to LEP child	21.0%	36.4%	31.1%	22.8%
School does not participate in Chapter 1, and no services to LEP child	9.0%	22.5%	48.8%	14.0%
Math Participation				
Chapter 1 schoolwide	7.7%	8.5%	3.5%	7.9%
Chapter 1 non-schoolwide	49.6%	22.5%	8.0%	37.2%
Other supplementary programs	6.5%	5.5%	1.7%	6.2%
School participates in Chapter 1, but no services to LEP child	18.8%	34.6%	25.7%	23.1%
School does not participate in Chapter 1, and no services to LEP child	17.5%	29.0%	61.1%	25.5%
Total Weighted N				
1st Grade	20,156	23,512	17,101	255,865
3rd Grade	6,204	17,342	15,338	169,354

* = Low = 0 - 34th percentile, Medium = 35th - 74th percentile, High = 75th percentile or above. Achievement level data available for less than one-quarter of the LEP students in both grade cohorts.

Source: *Prospects*, Student Abstract

Exhibit A4.4

Patterns of Supplementary Education Participation by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement

(weighted column percentages)

Pattern of Participation	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
No supplementary education	31.0%	13.3%	74.7%	20.9%	10.7%	20.2%
ESL/BE only	60.1%	69.7%	2.5%	43.8%	17.0%	31.5%
Math only	0.0%	0.0%	0.0%	0.6%	0.0%	0.2%
Reading only	1.4%	4.4%	2.3%	3.1%	1.5%	2.2%
Math and ESL/BE	0.0%	0.0%	0.0%	1.7%	0.1%	0.6%
Reading and ESL/BE	1.1%	3.7%	13.8%	18.1%	18.2%	15.2%
Reading and Math	5.7%	5.1%	3.7%	3.7%	12.9%	8.4%
Reading, Math and ESL/BE	0.7%	3.8%	2.9%	8.1%	39.6%	21.7%
Missing data	0.0	37.9	13.8	28.7	8.0	17.5
3rd Grade Cohort						
No supplementary education	*	31.0%	20.6%	15.2%	7.4%	12.6%
ESL/BE only	*	36.8%	17.2%	44.8%	6.5%	21.5%
Math only	*	0.0%	0.0%	0.9%	1.3%	0.9%
Reading only	*	7.6%	2.5%	3.9%	5.1%	4.9%
Math and ESL/BE	*	0.0%	2.8%	1.6%	1.4%	1.4%
Reading and ESL/BE	*	8.6%	17.8%	10.0%	9.5%	9.7%
Reading and Math	*	12.6%	9.1%	7.4%	15.9%	12.4%
Reading, Math and ESL/BE	*	3.5%	30.0%	16.1%	53.0%	36.7%
Missing data	*	23.6	20.5	20.0	8.3	15.2
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

Note: Total N include cases with unknown poverty status.

Source: *Prospects*, Student Abstract

Exhibit A4.5
Patterns of Supplementary Education Participation by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Pattern of Participation	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
No supplementary education	21.7%	28.8%	17.1%	20.2%
ESL/BE only	54.8%	33.6%	28.0%	31.5%
Math only	0.0%	0.2%	0.2%	0.2%
Reading only	3.4%	1.9%	2.2%	2.2%
Math and ESL/BE	0.0%	0.1%	0.8%	0.6%
Reading and ESL/BE	5.7%	19.2%	15.0%	15.2%
Reading and Math	9.3%	5.6%	9.2%	8.4%
Reading, Math and ESL/BE	5.1%	10.6%	27.6%	21.7%
Missing data	6.2	17.2	18.8	17.5
3rd Grade Cohort				
No supplementary education	24.6%	11.4%	9.7%	12.6%
ESL/BE only	16.2%	24.7%	21.5%	21.5%
Math only	0.0%	0.0%	1.6%	0.9%
Reading only	7.8%	2.7%	5.0%	4.9%
Math and ESL/BE	0.9%	1.5%	1.5%	1.4%
Reading and ESL/BE	7.6%	5.2%	12.4%	9.7%
Reading and Math	12.2%	7.0%	15.0%	12.4%
Reading, Math and ESL/BE	30.6%	47.6%	33.2%	36.7%
Missing data	5.9	22.4	13.8	15.2
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

Source: *Prospects*, Student Abstract

Exhibit A4.6
Selection Criteria for Entry Into and Exit From ESL/bilingual Programs by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	Entry Into Program						Exit From Program					
	School Poverty Concentration						School Poverty Concentration					
Criteria Used by the School	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort												
Students are tested for English oral and/or aural proficiency	•	100.0%	•	100.0%	93.6%	97.2%	•	92.8%	•	78.5%	74.4%	79.0%
Students are tested for English reading proficiency	•	32.1%	•	73.9%	42.7%	54.9%	•	61.5%	•	85.6%	70.3%	77.1%
Students are tested for non English language oral and/or aural proficiency	•	57.0%	•	85.5%	71.1%	75.5%	•	31.3%	•	9.8%	36.5%	24.4%
Students are tested for non English language reading proficiency	•	0.0%	•	79.7%	40.4%	53.8%	•	0.0%	•	23.5%	54.0%	34.7%
Students are tested in English for achievement in content subjects	•	0.0%	•	57.4%	9.9%	29.1%	•	33.0%	•	78.5%	56.1%	61.6%
Students are tested in the non English language for achievement in content subjects	•	0.0%	•	28.5%	13.3%	18.1%	•	0.0%	•	18.0%	33.7%	22.3%
Student non-English language is identified by a home survey	•	35.5%	•	98.5%	94.8%	89.1%	•	0.0%	•	0.0%	9.9%	4.4%
Teacher judgment	•	35.1%	•	23.5%	30.2%	29.2%	•	44.7%	•	14.5%	67.3%	42.4%
School staff judgment	•	33.7%	•	24.3%	35.4%	30.4%	•	43.4%	•	19.3%	41.5%	30.6%
District staff judgment	•	33.7%	•	9.8%	19.8%	17.0%	•	31.3%	•	10.6%	31.1%	22.0%
Parent committee recommendation	•	0.0%	•	13.8%	12.2%	12.4%	•	0.0%	•	5.7%	35.4%	17.7%
Classroom grades	•	2.5%	•	8.1%	17.3%	11.2%	•	59.3%	•	3.5%	48.8%	28.6%
Parent approval is required	•	18.4%	•	43.8%	45.1%	43.3%	•	16.0%	•	25.8%	47.6%	33.2%
Parental request (for entry or placement or exit) is honored	•	16.0%	•	26.0%	56.5%	39.8%	•	0.0%	•	33.8%	62.9%	43.0%
Missing data**	•	18.5	•	6.1	25.9	26.7	•	18.5	•	6.1	25.9	26.7
3rd Grade Cohort												
Students are tested for English oral and/or aural proficiency	•	100.0%	95.8%	100.0%	86.9%	93.2%	•	95.9%	54.0%	63.6%	78.0%	74.0%
Students are tested for English reading proficiency	•	36.5%	39.9%	60.8%	58.5%	56.2%	•	53.1%	78.1%	71.0%	74.9%	70.6%

(continued)

Exhibit A4.6

Selection Criteria for Entry Into and Exit From ESL/bilingual Programs by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement (weighted column percentages)

Criteria Used by the School	Entry Into Program						Exit From Program					
	School Poverty Concentration						School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
Students are tested for non-English language oral and/or aural proficiency	*	39.9%	82.3%	95.1%	61.0%	69.8%	*	22.0%	44.1%	23.7%	36.8%	31.9%
Students are tested for non-English language reading proficiency	*	2.7%	63.1%	61.9%	46.6%	47.1%	*	2.7%	25.0%	29.8%	54.2%	38.6%
Students are tested in English for achievement in content subjects	*	20.7%	25.0%	31.4%	26.4%	27.1%	*	42.7%	25.0%	61.7%	62.2%	56.4%
Students are tested in the non-English language for achievement in content subjects	*	0.0%	25.0%	39.4%	21.9%	23.6%	*	0.0%	25.0%	17.6%	31.8%	22.5%
Student non-English language is identified by a home survey	*	45.4%	63.1%	100.0%	98.5%	88.6%	*	0.0%	25.0%	0.0%	17.5%	10.5%
Teacher judgment	*	47.3%	83.1%	44.8%	31.5%	41.5%	*	47.3%	26.3%	34.4%	72.6%	55.4%
School staff judgment	*	40.0%	15.0%	41.3%	34.9%	37.5%	*	40.0%	24.1%	38.3%	44.6%	40.2%
District staff judgment	*	40.0%	14.1%	24.7%	21.1%	23.6%	*	40.0%	38.2%	20.0%	29.4%	28.4%
Parent committee recommendation	*	20.7%	24.1%	32.6%	17.6%	22.2%	*	0.0%	24.1%	13.5%	35.4%	23.2%
Classroom grades	*	0.0%	39.1%	26.1%	20.7%	20.7%	*	51.1%	39.1%	16.9%	48.2%	38.4%
Parent approval is required	*	34.6%	38.2%	64.5%	61.4%	57.7%	*	34.6%	24.1%	32.5%	52.7%	41.6%
Parental request (for entry or placement or exit) is honored	*	34.6%	39.1%	48.0%	69.6%	56.6%	*	23.5%	39.1%	61.0%	75.1%	60.6%
Missing data**	*	23.6	55.1	23.5	39.3	38.0	*	23.6	55.1	23.5	39.3	38.0
Total Weighted N												
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates

** = Represents the largest proportion of missing data for the series of variables

Note: Total N include cases with unknown poverty status

Source: *Prospects*, Characteristics of Schools & Programs

Exhibit A4.7
Selection Criteria for Entry Into and Exit From ESL/bilingual Programs by LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Criteria Used by the School	Entry into Program				Exit from Program			
	School LEP Concentration				School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort								
Students are tested for English oral and/or aural proficiency	*	100.0%	96.5%	97.2%	*	74.7%	80.0%	79.0%
Students are tested for English reading proficiency	*	70.2%	51.7%	54.9%	*	67.5%	79.5%	77.1%
Students are tested for non-English language oral and/or aural proficiency	*	41.0%	85.0%	75.5%	*	8.7%	28.8%	24.4%
Students are tested for non-English language reading proficiency	*	39.5%	58.1%	53.8%	*	37.8%	34.8%	34.7%
Students are tested in English for achievement in content subjects	*	26.5%	30.3%	29.1%	*	42.3%	67.8%	61.6%
Students are tested in the non-English language for achievement in content subjects	*	45.0%	12.0%	18.1%	*	25.8%	22.0%	22.3%
Student non-English language is identified by a home survey	*	70.4%	95.7%	89.1%	*	0.0%	5.4%	4.4%
Teacher judgment	*	30.9%	27.7%	29.2%	*	22.4%	46.6%	42.4%
School staff judgment	*	27.1%	31.4%	30.4%	*	13.8%	35.5%	30.6%
District staff judgment	*	20.6%	16.6%	17.0%	*	0.9%	27.7%	22.0%
Parent committee recommendation	*	19.4%	9.6%	12.4%	*	0.9%	22.3%	17.7%
Classroom grades	*	22.7%	8.6%	11.2%	*	7.8%	34.3%	28.6%
Parent approval is required	*	51.8%	40.9%	43.3%	*	26.4%	35.7%	33.2%
Parental request (for entry or placement or exit) is honored	*	17.2%	44.4%	39.8%	*	7.7%	50.9%	43.0%
Missing data**	*	40.5	16.7	26.7	*	40.5	16.7	26.7
3rd Grade Cohort								
Students are tested for English oral and/or aural proficiency	75.7%	100.00%	96.1%	93.2%	58.8%	60.2%	82.2%	74.0%
Students are tested for English reading proficiency	67.8%	62.2%	51.2%	56.2%	69.5%	48.4%	77.4%	70.6%

(continued)

Exhibit A4.7
Selection Criteria for Entry Into and Exit From ESL/bilingual Programs by LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	Entry into Program				Exit from Program			
	School LEP Concentration				School LEP Concentration			
Criteria Used by the School	**0-4%**	**5-24%**	**25-100%**	**Total LEP**	**0-4%**	**5-24%**	**25-100%**	**Total LEP**
Students are tested for non-English language oral and/or aural proficiency	52.3%	60.3%	77.4%	69.8%	22.7%	8.0%	41.4%	31.9%
Students are tested for non-English language reading proficiency	37.8%	22.4%	56.9%	47.1%	10.3%	14.2%	53.6%	38.6%
Students are tested in English for achievement in content subjects	72.1%	2.5%	21.6%	27.1%	73.1%	24.4%	60.9%	56.4%
Students are tested in the non-English language for achievement in content subjects	25.2%	34.8%	20.0%	23.6%	24.2%	5.7%	26.9%	22.5%
Student non-English language is identified by a home survey	80.0%	72.1%	95.8%	88.6%	18.9%	0.0%	11.1%	10.5%
Teacher judgment	66.6%	43.5%	33.8%	41.5%	46.8%	24.2%	66.8%	55.4%
School staff judgment	49.1%	35.7%	34.7%	37.5%	46.8%	14.9%	45.7%	40.2%
District staff judgment	36.2%	29.9%	18.2%	23.6%	47.3%	4.0%	30.2%	28.4%
Parent committee recommendation	48.1%	30.2%	12.7%	22.2%	33.5%	4.0%	25.9%	23.2%
Classroom grades	43.8%	30.6%	11.3%	20.7%	52.7%	11.3%	42.2%	38.4%
Parent approval is required	78.2%	42.0%	56.4%	57.7%	66.9%	8.9%	43.9%	41.6%
Parental request (for entry or placement or exit) is honored	85.2%	20.8%	58.9%	56.6%	83.3%	13.5%	67.7%	60.6%
Missing data**	25.5	61.4	28.9	38.0	25.5	61.4	28.9	38.0
Total Weighted N								
1st Grade	18,593	59,959	177,313	255,865	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate reliable estimates.

** = Represents the largest proportion of missing data for the series of variables.

Source: *Prospects*, Characteristics of Schools & Programs

Exhibit A4.8
Years of Teaching Experience by Subject Area, School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted means)

Mean Years of Teaching Experience	All Public School Students	School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort							
Reading/Language Arts/English Teachers							
Years teaching elementary or secondary	12.8	8.5	12.3	16.2	13.0	10.3	11.8
Years teaching at this school	8.4	4.9	6.0	5.8	5.8	6.7	6.1
Math Teachers							
Years teaching elementary or secondary	12.9	8.4	13.3	16.2	13.2	10.6	12.1
Years teaching at this school	8.3	4.8	7.1	5.8	5.8	6.9	6.3
Missing data**	16.2	28.8	3.7	15.2	3.9	19.5	13.3
3rd Grade Cohort							
Reading/Language Arts/English Teachers							
Years teaching elementary or secondary	14.0	*	11.7	13.0	15.0	12.1	13.0
Years teaching at this school	8.9	*	4.1	7.2	9.7	7.6	7.8
Math Teachers							
Years teaching elementary or secondary	13.9	*	11.2	12.6	13.3	11.8	12.3
Years teaching at this school	8.6	*	4.5	7.0	8.6	7.2	7.2
Missing data**	20.4	*	14.6	22.2	20.2	21.9	22.7
Total Weighted N							
1st Grade	3,555,521	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total N include cases with unknown poverty status.
Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.9

Years of Teaching Experience by Subject Area, School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement (weighted means)

Mean Years Teaching Experience	All Public School Students	School LEP Concentration			
		0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort					
Reading/Language Arts/English Teachers					
Years teaching elementary or secondary	12.8	12.7	11.1	12.0	11.8
Years teaching at this school	8.4	8.0	7.0	5.7	6.1
Math Teachers					
Years teaching elementary or secondary	12.9	12.8	11.0	12.4	12.1
Years teaching at this school	8.3	8.1	7.0	5.9	6.3
Missing data**	16.2	34.2	5.6	13.6	13.3
3rd Grade Cohort					
Reading/Language Arts/English Teachers					
Years teaching elementary or secondary	14.0	14.3	12.1	13.1	13.0
Years teaching at this school	8.9	8.6	6.4	8.1	7.8
Math Teachers					
Years teaching elementary or secondary	13.9	13.7	11.6	12.2	12.3
Years teaching at this school	8.6	7.9	6.1	7.5	7.2
Missing data**	20.4	11.9	35.9	18.6	22.7
Total Weighted N					
1st Grade	3,555,521	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	25,305	49,817	94,232	169,354

** = Represents the largest proportion of missing data for the series of variables.
Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.10
Teacher Certification and Education by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	All Public School Students	School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort							
Reading/Language Arts/English Teachers							
Permanent Regular Certification	94.7%	91.9%	85.9%	88.4%	92.8%	85.5%	88.8%
Missing data	16.0	28.8	3.7	11.6	4.9	19.4	13.3
ESL Certification	2.5%	0.0%	9.6%	4.9%	18.2%	18.8%	15.4%
Bilingual Certification	3.1%	2.0%	7.5%	0.0%	39.4%	52.6%	36.3%
Missing data**	17.3	0.0	0.3	0.0	8.3	0.0	2.8
Education							
Bachelors degree	29.4%	16.1%	1.0%	3.3%	19.0%	31.6%	20.9%
One year beyond bachelors	35.5%	63.7%	44.7%	40.3%	30.0%	38.1%	37.6%
Masters degree	31.0%	15.3%	49.4%	47.6%	46.3%	29.5%	38.0%
Beyond Masters	4.2%	4.8%	4.8%	8.8%	4.7%	0.8%	3.5%
Missing data	16.1	28.8	3.7	11.6	4.9	19.4	13.3
Math Teachers							
Permanent Regular Certification	94.7%	91.8%	85.9%	88.4%	92.9%	83.7%	88.2%
Missing data	16.0	28.8	3.7	11.6	4.9	19.4	13.3
ESL Certification	3.0%	0.0%	10.6%	4.9%	18.1%	20.2%	16.0%
Bilingual Certification	3.1%	2.0%	7.5%	0.0%	39.1%	52.7%	36.1%
Missing data**	17.4	0.0	0.3	0.0	8.3	0.0	2.8
Education							
Bachelors degree	29.0%	16.2%	1.0%	3.3%	18.8%	29.7%	20.0%
One year beyond bachelors	36.5%	64.0%	34.9%	40.3%	30.6%	39.3%	37.3%
Masters degree	30.5%	14.9%	59.2%	47.6%	45.9%	30.4%	39.4%
Beyond Masters	4.0%	4.9%	4.8%	8.8%	4.7%	0.6%	3.4%
Missing data	16.1	28.8	3.7	11.6	4.9	19.4	13.3

(continued)

Exhibit A4.10
Teacher Certification and Education by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	All Public School Students	School Poverty Concentration					
		0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort							
Reading/Language Arts/English Teachers							
Permanent Regular Certification	90.4%	*	89.7%	92.5%	96.4%	75.4%	84.6%
Missing data	19.7	*	14.6	22.2	20.2	21.1	22.2
ESL Certification	1.1%	*	0.0%	0.0%	17.2%	15.5%	12.1%
Bilingual Certification	1.9%	*	0.0%	0.0%	10.6%	35.9%	20.9%
Missing data**	0.4	*	0.0	0.0	1.1	2.3	1.4
Education							
Bachelors degree	28.9%	*	18.8%	17.9%	28.0%	27.0%	24.3%
One year beyond bachelors	29.7%	*	31.5%	42.3%	46.3%	34.7%	37.8%
Masters degree	36.1%	*	49.7%	24.3%	22.6%	34.1%	32.3%
Beyond Masters	5.3%	*	0.0%	15.5%	3.1%	4.3%	5.7%
Missing data	20.5	*	14.6	22.2	20.1	21.1	22.2
Math Teachers							
Permanent Regular Certification	89.6%	*	84.6%	91.7%	98.0%	75.6%	84.4%
Missing data	19.7	*	14.6	22.4	20.2	21.0	22.2
ESL Certification	0.9%	*	0.0%	0.0%	9.1%	13.9%	9.4%
Bilingual Certification	1.4%	*	0.0%	0.0%	10.6%	36.8%	21.6%
Missing data**	1.1	*	0.0	0.0	1.1	2.3	1.4
Education							
Bachelors degree	29.0%	*	24.2%	17.9%	36.3%	26.4%	26.6%
One year beyond bachelors	28.9%	*	32.4%	42.2%	37.0%	37.5%	37.2%
Masters degree	34.9%	*	43.5%	24.4%	23.6%	31.7%	30.5%
Beyond Masters	7.2%	*	0.0%	15.5%	3.1%	4.4%	5.8%
Missing data	20.5	*	14.6	22.4	20.2	21.0	22.2
Total Weighted N							
1st Grade	3,555,521	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	3,042,495	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest proportion of missing data for the series of variables.

Note: Total N include cases with unknown poverty status.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.11
Teacher Certification and Education by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	All Public School Students	School LEP Concentration			
		0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort					
Reading/Language Arts/English Teachers					
Permanent Regular Certification	94.7%	100.0%	90.4%	87.4%	88.8%
Missing data	16.0	34.2	5.6	13.7	13.3
ESL Certification	2.5%	0.0%	7.2%	19.4%	15.4%
Bilingual Certification	3.1%	0.0%	9.0%	48.5%	36.3%
Missing data**	17.3	0.0	10.6	0.5	2.8
Education					
Bachelors degree	29.4%	29.7%	11.2%	23.8%	20.9%
One year beyond bachelors	35.5%	43.6%	36.4%	37.6%	37.6%
Masters degree	31.0%	18.8%	48.2%	35.8%	38.0%
Beyond masters	4.2%	7.8%	4.2%	2.9%	3.5%
Missing data	16.1	34.2	5.6	13.7	13.3
Math Teachers					
Permanent Regular Certification	94.7%	100.0%	90.4%	86.4%	88.2%
Missing data	16.0	34.2	5.6	13.7	13.3
ESL Certification	3.0%	0.0%	6.4%	20.6%	16.0%
Bilingual Certification	3.1%	0.0%	9.1%	48.3%	36.1%
Missing data**	17.4	0.0	10.6	0.5	2.8
Education					
Bachelors degree	29.0%	29.7%	11.2%	22.5%	20.0%
One year beyond bachelors	36.5%	46.9%	36.2%	36.9%	37.3%
Masters degree	30.5%	15.5%	48.8%	37.8%	39.4%
Beyond masters	4.0%	7.8%	3.8%	2.9%	3.4%
Missing data	16.1	34.2	5.6	13.7	13.3

(continued)

Exhibit A4.11
Teacher Certification and Education by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	All Public School Students	School LEP Concentration			
		0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort					
Math Teachers					
Permanent Regular Certification	90.4%	83.1%	74.7%	88.9%	84.4%
Missing data	19.7	11.9	35.5	18.0	22.2
ESL Certification	1.1%	0.0%	3.2%	15.0%	9.4%
Bilingual Certification	1.9%	24.9%	3.9%	28.5%	21.6%
Missing data**	0.4	0.0	0.0	2.6	1.4
Education					
Bachelors degree	28.9%	18.8%	26.6%	28.8%	26.6%
One year beyond bachelors	29.7%	37.7%	39.2%	36.2%	37.2%
Masters degree	36.1%	25.8%	33.0%	30.8%	30.5%
Beyond masters	5.3%	17.7%	1.2%	4.3%	5.8%
Missing data	20.5	11.9	35.3	18.0	22.2
Reading/Language Arts/English Teachers					
Permanent Regular Certification	89.6%	81.0%	74.6%	89.9%	84.6%
Missing data	19.7	11.9	35.5	18.0	22.2
ESL Certification	0.9%	0.0%	3.3%	19.6%	12.1%
Bilingual Certification	1.4%	24.7%	3.9%	27.3%	20.9%
Missing data**	1.1	0.0	0.0	2.6	1.4
Education					
Bachelors degree	29.0%	19.3%	26.4%	24.9%	24.3%
One year beyond bachelors	28.9%	37.4%	39.5%	37.2%	37.8%
Masters degree	34.9%	26.7%	32.9%	33.6%	32.3%
Beyond masters	7.2%	16.6%	1.3%	4.4%	5.7%
Missing data	20.5	11.9	35.5	18.0	22.2
Total Weighted N					
1st Grade	3,555,521	18,593	59,959	177,313	255,865
3rd Grade	3,042,495	25,305	49,817	94,232	169,354

** = Represents the largest proportion of missing data for the series of variables.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.12
Aides in Classrooms by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Reading/Language Arts/English Teachers						
Presence of aide in class	11.7%	37.5%	31.4%	42.6%	65.9%	48.6%
Missing data	28.8	4.0	11.6	35.2	22.2	24.7
Aide's level of competency						
High	*	44.0%	37.7%	48.9%	55.8%	51.1%
Medium	*	52.1%	52.6%	22.3%	39.3%	36.6%
Low	*	3.8%	9.8%	28.8%	4.9%	12.3%
Missing data	*	15.3	11.6	35.2	22.3	25.8
Aide's level of education						
No high school degree	*	*	0.0%	0.0%	0.1%	0.0%
High school diploma	*	*	88.9%	83.7%	84.0%	83.1%
Education beyond high school	*	*	11.1%	16.3%	15.9%	16.9%
Missing data	*	*	20.1	37.3	27.2	30.8
Math Teachers						
Presence of aide in class	2.0%	8.9%	18.4%	20.7%	45.9%	27.3%
Missing data	28.8	8.4	11.6	3.9	25.2	15.9
Aide's level of competency						
High	*	*	62.4%	46.9%	65.3%	58.0%
Medium	*	*	21.6%	15.1%	33.7%	29.3%
Low	*	*	16.0%	38.1%	1.0%	12.7%
Missing data	*	*	11.6	4.6	25.6	16.3
Aide's level of education						
No high school degree	*	*	25.2%	0.0%	2.1%	2.2%
High school diploma	*	*	55.3%	83.9%	75.1%	77.4%
Education beyond high school	*	*	19.4%	16.1%	22.8%	20.3%
Missing data	*	*	17.4	6.0	27.3	18.4

(continued)

Exhibit A4.12
Aides in Classrooms by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort						
Reading/Language Arts/English Teachers						
Presence of aide in class	*	2.6%	53.7%	28.0%	58.2%	41.3%
Missing data	*	14.6	22.2	24.0	23.8	24.4
Aide's level of competency						
High	*	*	61.8%	45.5%	62.3%	60.4%
Medium	*	*	38.2%	52.0%	30.5%	34.0%
Low	*	*	0.0%	2.5%	7.2%	5.6%
Missing data	*	*	22.2	28.7	24.1	25.6
Aide's level of education						
No high school degree	*	*	27.1%	2.5%	7.2%	9.2%
High school diploma	*	*	72.9%	69.7%	78.7%	76.9%
Education beyond high school	*	*	0.0%	27.8%	14.0%	13.9%
Missing data	*	*	25.9	31.0	31.7	30.4
Math Teachers						
Presence of aide in class	*	7.3%	38.0%	23.4%	35.8%	28.3%
Missing data	*	14.6	22.2	19.8	21.4	22.2
Aide's level of competency						
High	*	*	49.3%	53.8%	52.2%	52.1%
Medium	*	*	50.7%	38.0%	43.8%	43.6%
Low	*	*	0.0%	8.2%	4.0%	4.2%
Missing data	*	*	23.0	19.8	20.4	21.8
Aide's level of education						
No high school degree	*	0.0%	34.2%	0.0%	2.0%	6.3%
High school diploma	*	100.0%	58.7%	79.0%	73.9%	72.6%
Education beyond high school	*	0.0%	7.2%	21.0%	24.1%	21.1%
Missing data	*	19.1	23.0	28.8	24.3	26.3
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

Note: Total N include cases with unknown poverty status.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.13
Aides in Classrooms by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School LEP Concentration			
	0-4%	**5-24%**	**25-100%**	**Total LEP**
1st Grade Cohort				
Reading/Language Arts/English Teachers				
Presence of aide in class	33.1%	35.3%	55.7%	48.6%
Missing data	34.2	6.5	29.9	24.7
Aide's level of competency				
High	*	43.4%	55.0%	51.1%
Medium	*	20.2%	39.9%	36.6%
Low	*	36.4%	5.1%	12.3%
Missing data	*	6.5	31.5	25.8
Aide's level of education				
No high school degree	*	0.0%	0.0%	0.0%
High school diploma	*	91.5%	81.9%	83.1%
Education beyond high school	*	8.5%	18.1%	16.9%
Missing data	*	15.3	35.4	30.8
Math Teachers				
Presence of aide in class	15.3%	22.5%	30.0%	27.3%
Missing data	34.2	7.5	16.8	15.9
Aide's level of competency				
High	*	20.2%	68.1%	58.0%
Medium	*	22.1%	30.2%	29.3%
Low	*	57.7%	1.6%	12.7%
Missing data	*	8.2	17.2	16.3
Aide's level of education				
No high school degree	*	*	2.8%	2.2%
High school diploma	*	*	74.4%	77.4%
Education beyond high school	*	*	22.8%	20.3%
Missing data	*	*	18.9	18.4

(continued)

Exhibit A4.13
Aides in Classrooms by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School LEP Concentration			
	0-4%	**5-24%**	**25-100%**	**Total LEP**
3rd Grade Cohort				
Reading/Language Arts/English Teachers				
Presence of aide in class	33.7%	48.8%	39.9%	41.3%
Missing data	16.1	33.6	21.8	24.4
Aide's level of competency				
High	75.6%	59.9%	56.9%	60.4%
Medium	16.6%	36.4%	36.8%	34.0%
Low	7.7%	3.7%	6.3%	5.6%
Missing data	16.1	33.6	24.0	25.6
Aide's level of education				
No high school degree	0.0%	4.8%	13.7%	9.2%
High school diploma	71.8%	94.8%	67.6%	76.9%
Education beyond high school	28.2%	0.5%	18.7%	13.9%
Missing data	22.9	39.2	27.8	30.4
Math Teachers				
Presence of aide in class	20.3%	17.3%	34.9%	28.3%
Missing data	13.8	33.5	18.5	22.2
Aide's level of competency				
High	24.1%	21.3%	63.8%	52.1%
Medium	58.9%	78.7%	33.5%	43.6%
Low	17.0%	0.0%	2.7%	4.2%
Missing data:	10.5	33.5	18.6	21.8
Aide's level of education				
No high school degree	0.0%	0.0%	8.7%	6.3%
High school diploma	59.7%	98.7%	69.2%	72.6%
Education beyond high school	40.3%	1.3%	22.0%	21.1%
Missing data	16.0	35.5	24.2	26.3
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.14
Languages Spoken by LEP and Other LM Students and Teacher/Aide Proficiency in Those Languages by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total
1st Grade Cohort						
Reading/Language Arts/English Teachers						
Predominant Non-English Language Spoken by LEP/LM Students in Class						
Spanish	*	27.6%	84.0%	83.4%	97.2%	81.5%
An Asian language	*	37.9%	16.1%	12.7%	1.1%	10.0%
Other	*	34.5%	0.0%	3.9%	1.7%	8.5%
Missing Data	*	14.9	18.5	6.0	20.1	15.5
Teachers Proficient in Non-English Languages	*	24.2%	25.7%	34.9%	76.0%	49.2%
Aides Proficient in Non-English Languages	*	28.0%	10.5%	26.3%	68.0%	43.6%
Missing Data**	*	3.7	11.6	4.5	20.7	13.4
Math Teachers						
Predominant Non-English Language Spoken by LEP/LM Students in Class						
Spanish	*	32.0%	83.4%	86.7%	95.8%	83.5%
An Asian Language	*	40.4%	16.6%	6.7%	1.6%	8.4%
Other	*	27.7%	0.0%	6.7%	2.7%	8.1%
Missing Data	*	10.8	18.5	6.0	19.9	15.1
Teachers Proficient in Non-English Languages	*	9.7%	26.5%	49.6%	77.8%	52.9%
Aides Proficient in Non-English Languages	*	88.1%	18.0%	81.2%	91.2%	79.6%
Missing Data**	*	3.7	11.6	4.7	19.5	13.4

(continued)

Exhibit A4.14
Languages Spoken by LEP and Other LM Students and Teacher/Aide Proficiency in Those Languages by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total
3rd Grade Cohort						
Reading/Language Arts/English Teachers						
Predominant Non-English Language Spoken by LEP/LM Students in Class						
Spanish	*	35.2%	87.8%	90.1%	95.3%	86.1%
An Asian language	*	19.8%	12.1%	7.5%	3.1%	7.8%
Other	*	45.0%	0.0%	2.4%	1.6%	6.1%
Missing Data	*	33.6	22.2	19.8	21.2	24.1
Teachers Proficient in Non-English Languages	*	4.0%	17.5%	14.6%	59.0%	37.5%
Aides Proficient in Non-English Languages	*	10.8%	39.4%	26.1%	59.3%	42.8%
Missing Data**	*	14.6	22.2	20.6	21.7	22.7
Math Teachers						
Predominant Non-English Language Spoken by LEP/LM Students in;Class						
Spanish	*	37.5%	79.4%	90.0%	96.5%	86.7%
An Asian language	*	21.1%	19.2%	7.7%	2.2%	7.8%
Other	*	41.4%	1.4%	2.3%	1.3%	5.5%
Missing Data	*	35.2	22.2	19.8	24.0	25.7
Teachers Proficient in Non-English Languages	*	12.2%	15.8%	22.1%	63.4%	42.6%
Aides Proficient in Non-English Languages	*	13.6%	75.7%	87.0%	89.8%	81.9%
Missing Data**	*	14.6	22.2	19.8	24.7	23.9
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.
** = Represents the largest portion of missing data for the series of variables
Note: Total N include cases with unknown poverty status.
Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.15
Languages Spoken by LEP and Other LM Students and Teacher/Aide Proficiency in Those Languages by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
Reading/Language Arts/English Teachers				
Predominant Non-English Language Spoken by LEP/LM Students in Class				
Spanish	*	78.7%	85.4%	81.5%
An Asian language	*	10.4%	9.5%	10.0%
Other	*	11.0%	5.1%	8.5%
Missing Data	*	10.0	15.4	15.5
Teachers Proficient in Non-English Languages	*	12.2%	65.6%	49.2%
Aides Proficient in Non-English Languages	*	17.1%	55.5%	43.6%
Missing Data**	*	6.2	13.7	13.4
Math Teachers				
Predominant Non-English Language Spoken by LEP/LM Students in Class				
Spanish	*	86.3%	84.6%	83.5%
An Asian language	*	10.4%	7.3%	8.4%
Other	*	3.3%	8.2%	8.1%
Missing Data	*	9.6	14.9	15.1
Teachers Proficient in Non-English Languages	*	10.3%	69.0%	52.9%
Aides Proficient in Non-English Languages	*	59.0%	88.1%	79.6%
Missing Data**	*	5.6	13.8	13.4

(continued)

Exhibit A4.15
Languages Spoken by LEP and Other LM Students and Teacher/Aide Proficiency in Those Languages by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort				
Reading/Language Arts/English Teachers				
Predominant Non-English Language Spoken by LEP/LM Students in Class				
Spanish	81.1%	92.2%	84.7%	86.1%
An Asian language	15.0%	0.5%	9.2%	7.8%
Other	3.9%	7.3%	6.1%	6.1%
Missing Data	11.0	40.3	19.0	24.1
Teachers Proficient in Non-English Languages	44.0%	34.0%	37.7%	37.5%
Aides Proficient in Non-English Languages	35.4%	37.9%	46.6%	42.8%
Missing Data**	10.5	33.9	20.0	22.7
Math Teachers				
Predominant Non-English Language Spoken by LEP/LM Students in Class				
Spanish	76.1%	92.2%	86.9%	86.7%
An Asian language	22.3%	0.5%	7.5%	7.8%
Other	1.7%	7.4%	5.6%	5.5%
Missing Data	11.6	40.3	21.7	25.7
Teachers Proficient in Non-English Languages	46.4%	42.1%	42.0%	42.6%
Aides Proficient in Non-English Languages	50.1%	85.5%	85.2%	81.9%
Missing Data**	15.5	33.7	21.0	23.9
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest portion of missing data for the series of variables.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.16
Use of Non-English Language for Instruction by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages and weighted means)

	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Reading/Language Arts/English Teachers						
Does teacher use a language other than English to teach reading/language arts/English?	*	29.7%	19.5%	31.1%	72.9%	47.4%
Missing data	*	3.7	11.6	5.6	19.4	13.6
Mean percent of instruction in English	*	95.4%	*	46.6%	29.7%	39.6%
Mean percent of instruction in non-English language	*	4.6%	*	53.4%	70.3%	60.4%
Missing data**	*	3.7	*	5.1	23.3	15.1
Math Teachers						
Does teacher use a language other than English to teach math?	*	17.4%	31.8%	36.3%	69.4%	45.6%
Missing data	*	3.7	11.6	28.8	25.1	23.8
Mean percent of instruction in English	*	42.2%	79.3%	67.5%	30.4%	43.2%
Mean percent of instruction in non-English language	*	57.8%	20.7%	32.5%	69.6%	56.8%
Missing data**	*	3.7	11.6	3.9	20.2	13.3
3rd Grade Cohort						
Reading/Language Arts/English Teachers						
Does teacher use a language other than English to teach reading/language arts/English?	*	4.0%	33.2%	21.5%	57.4%	39.6%
Missing data	*	14.6	22.2	20.6	20.3	21.8
Mean percent of instruction in English	*	*	51.7%	75.8%	38.9%	44.9%
Mean percent of instruction in non-English language	*	*	48.3%	24.2%	55.8%	50.9%
Missing data**	*	*	22.2	19.8	19.9	21.5
Math Teachers						
Does teacher use a language other than English to teach math?	*	12.2%	29.9%	37.5%	57.3%	43.9%
Missing data	*	14.6	22.2	19.8	24.2	23.7
Mean percent of instruction in English	*	*	38.9%	73.6%	44.8%	48.8%
Mean percent of instruction in non-English language	*	*	61.1%	26.4%	55.2%	51.2%
Missing data**	*	*	22.2	21.5	20.4	22.1
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest proportion of missing data for the series of variables.

Note: Total N include cases with unknown poverty status.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.17
Use of Non-English Language for Instruction by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages and weighted means)

	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
Reading/Language Arts/English Teachers				
Does teacher use a language other than English to teach reading/language arts/English?	*	18.1%	60.7%	47.4%
Missing data	*	5.6	14.1	13.6
Mean percent of instruction in English	*	83.0%	34.1%	39.6%
Mean percent of instruction in non-English language	*	17.0%	65.9%	60.4%
Missing data**	*	5.6	16.3	15.1
Math Teachers				
Does teacher use a language other than English to teach math?	*	24.4%	56.7%	45.6%
Missing data	*	5.6	28.9	23.8
Mean percent of instruction in English	*	87.7%	35.4%	43.2%
Mean percent of instruction in non-English language	*	12.3%	64.6%	56.8%
Missing data**	*	5.6	13.7	13.3
3rd Grade Cohort				
Reading/Language Arts/English Teachers				
Does teacher use a language other than English to teach reading/language arts/English?	37.4%	33.7%	42.7%	39.6%
Missing data	10.5	33.7	18.6	21.8
Mean percent of instruction in English	71.8%	31.3%	44.7%	44.9%
Mean percent of instruction in non-English language	28.2%	68.7%	48.8%	50.9%
Missing data**	10.5	33.5	18.0	21.5
Math Teachers				
Does teacher use a language other than English to teach math?	45.0%	34.8%	47.5%	43.9%
Missing data	10.5	33.5	22.0	23.7
Mean percent of instruction in English	72.7%	36.2%	47.8%	48.8%
Mean percent of instruction in non-English language	27.3%	63.8%	52.2%	51.2%
Missing data**	10.5	33.5	19.2	22.1
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.
** = Represents the largest proportion of missing data for the series of variables.
Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.18
Shifts in Languages Used for Instruction During School Year by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	Beginning of the Year						End of the Year					
	School Poverty Concentration						School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort												
Reading/Language Arts/English Teachers												
Instruction for LEP-LM students is primarily in language other than English and English supplements instruction	*	*	*	68.0%	70.0%	60.2%	*	*	*	53.0%	44.5%	42.5%
Instruction for LEP-LM students is in both languages (more or less equally)	*	*	*	0.0%	8.8%	5.9%	*	*	*	0.0%	6.8%	5.0%
Instruction for all LEP-LM students is in English, other language supports or clarifies instruction	*	*	*	27.8%	14.3%	22.4%	*	*	*	42.1%	21.2%	31.1%
Relative use of two languages varies from student to student	*	*	*	4.2%	6.8%	11.5%	*	*	*	4.9%	27.6%	21.3%
Missing Data**	*	*	*	9.2	42.5	25.6	*	*	*	10.5	41.6	26.7
Math Teachers												
Instruction for LEP-LM students is primarily in language other than English and English supplements instruction	*	*	*	39.1%	74.4%	64.2%	*	*	*	32.1%	47.7%	42.4%
Instruction for LEP-LM students is in both languages (more or less equally)	*	*	*	39.8%	7.0%	12.9%	*	*	*	42.8%	22.4%	25.1%
Instruction for all LEP-LM students is in English, other language supports or clarifies instruction	*	*	*	16.1%	15.3%	19.4%	*	*	*	8.0%	9.9%	14.0%
Relative use of two languages varies from student to student	*	*	*	5.0%	3.3%	3.5%	*	*	*	17.1%	20.0%	18.5%
Missing Data**	*	*	*	17.8	36.6	27.0	*	*	*	18.4	38.2	27.8

(continued)

Exhibit A4.18
Shifts in Languages Used for Instruction During School Year by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	Beginning of the Year						End of the Year					
	School Poverty Concentration						School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort												
Reading/Language Arts/English Teachers												
Instruction for LEP-LM students is primarily in language other than English and English supplements instruction	*	*	*	20.9%	84.8%	70.6%	*	*	*	0.0%	17.1%	14.1%
Instruction for LEP-LM students is in both languages (more or less equally)	*	*	*	38.9%	6.7%	10.5%	*	*	*	6.1%	10.4%	9.3%
Instruction for all LEP-LM students is in English, other language supports or clarifies instruction	*	*	*	40.2%	4.3%	8.8%	*	*	*	93.9%	27.8%	39.6%
Relative use of two languages varies from student to student	*	*	*	0.0%	4.2%	10.2%	*	*	*	0.0%	44.7%	37.0%
Missing Data**	*	*	*	26.0	37.7	33.2	*	*	*	26.0	33.9	31.2
Math Teachers												
Instruction for LEP-LM students is primarily in language other than English and English supplements instruction	*	*	*	24.6%	78.8%	57.1%	*	*	*	24.0%	17.4%	17.6%
Instruction for LEP-LM students is in both languages (more or less equally)	*	*	*	8.8%	8.6%	17.3%	*	*	*	0.0%	28.2%	20.7%
Instruction for all LEP-LM students is in English, other language supports or clarifies instruction	*	*	*	19.3%	3.0%	7.0%	*	*	*	30.9%	41.5%	39.5%
Relative use of two languages varies from student to student	*	*	*	47.3%	9.6%	18.6%	*	*	*	45.1%	12.8%	22.2%
Missing Data**	*	*	*	26.0	38.3	33.2	*	*	*	25.6	45.1	36.6
Total Weighted N												
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates

** = Represents the largest proportion of missing data for the series of variables

Note: Total N include cases with unknown poverty status.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.19
Shifts in Languages Used for Instruction During School Year by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	Beginning of the Year				End of the Year			
	School LEP Concentration				School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort								
Reading								
Instruction for LEP-LM student is primarily in language other than English and English supplements instruction	*	30.2%	64.9%	60.2%	*	39.7%	42.9%	42.5%
Instruction for LEP-LM students is in both languages (more or less equally)	*	9.2%	5.4%	5.9%	*	0.0%	5.6%	5.0%
Instruction for all LEP-LM students is in English, other language supports or clarifies instruction	*	36.6%	20.1%	22.4%	*	55.0%	28.2%	31.1%
Relative use of two languages varies from student to student	*	24.0%	9.6%	11.5%	*	5.3%	23.3%	21.3%
Missing Data**	*	8.4	30.2	25.6	*	10.8	31.0	26.7
Math								
Instruction for LEP-LM students is primarily in language other than English and English supplements instruction	*	*	68.4%	64.2%	*	0.0%	45.6%	42.4%
Instruction for LEP-LM students is in both languages (more or less equally)	*	*	8.8%	12.9%	*	70.9%	21.7%	25.1%
Instruction for all LEP-LM students is in English, other language supports or clarifies instruction	*	*	19.7%	19.4%	*	9.4%	14.3%	14.0%
Relative use of two languages varies from student to student	*	*	3.1%	3.5%	*	19.6%	18.4%	18.5%
Missing Data**	*	*	28.6	27.0	*	19.6	29.9	27.8

(continued)

Exhibit A4.19
Shifts in Languages Used for Instruction During School Year by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	Beginning of the Year				End of the Year			
	School LEP Concentration				School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort								
Reading								
Instruction for LEP-LM students is primarily in language other than English and English supplements instruction	*	81.4%	65.5%	70.6%	*	9.1%	17.6%	14.1%
Instruction for LEP-LM students is in both languages (more or less equally)	*	16.0%	7.8%	10.5%	*	2.5%	8.7%	9.3%
Instruction for all LEP-LM students is in English, other language supports or clarifies instruction	*	2.6%	11.7%	8.8%	*	18.6%	46.9%	39.6%
Relative use of two languages varies from student to student	*	0.0%	15.0%	10.2%	*	69.7%	26.8%	37.0%
Missing Data**	*	38.8	31.2	33.2	*	38.8	29.4	31.2
Math								
Instruction for LEP-LM students is primarily in language other than English and English supplements instruction	40.7%	84.9%	50.0%	57.1%	0.0%	*	22.6%	17.6%
Instruction for LEP-LM students is in both languages (more or less equally)	0.0%	0.0%	24.8%	17.3%	40.7%	*	21.4%	20.7%
Instruction for all LEP-LM students is in English, other language supports or clarifies instruction	0.0%	15.1%	5.2%	7.0%	0.0%	*	36.0%	39.5%
Relative use of two languages varies from student to student	59.3%	0.0%	20.0%	18.6%	59.3%	*	20.0%	22.2%
Missing Data**	27.8	40.9	30.7	33.2	27.8	*	33.0	36.6
Total Weighted N								
1st Grade	18,593	59,959	177,313	255,865	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates

** = Represents the largest proportion of missing data for the series of variables

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.20
Percent of Students' Instructional Time Using English and Non-English by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted means)

Mean Percent of Students' Instructional Time	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Reading/Language Arts/English Teachers						
Listening to English	*	29.8%	34.1%	24.2%	14.2%	21.4%
Speaking English	*	23.4%	27.6%	18.4%	12.4%	17.1%
Reading English	*	25.0%	16.4%	15.3%	7.9%	13.8%
Writing English	*	16.1%	11.7%	14.9%	6.6%	11.6%
Listening to the students' non-English language	*	1.1%	3.5%	6.6%	12.5%	7.9%
Speaking the students' non-English language	*	3.6%	3.5%	9.7%	12.9%	9.3%
Reading the students' non-English language	*	0.9%	1.3%	5.2%	11.8%	7.1%
Writing the students' non-English language	*	0.1%	1.3%	4.9%	13.3%	7.6%
Other	*	0.0%	0.6%	0.7%	8.4%	4.1%
Missing data**	*	8.4	20.3	5.8	23.2	16.3
Math Teachers						
Listening to English	*	38.3%	28.2%	26.1%	14.9%	22.9%
Speaking English	*	17.9%	40.8%	22.7%	12.5%	18.8%
Reading English	*	18.3%	11.6%	14.4%	7.9%	12.2%
Writing English	*	11.9%	12.1%	14.3%	5.9%	10.6%
Listening to the students' non-English language	*	3.9%	3.5%	6.6%	11.6%	7.9%
Speaking the students' non-English language	*	5.4%	3.7%	6.8%	17.5%	10.8%
Reading the students' non-English language	*	2.3%	0.0%	4.5%	10.8%	6.5%
Writing the students' non-English language	*	2.1%	0.0%	4.2%	10.8%	6.4%
Other	*	0.0%	0.0%	0.5%	8.0%	3.8%
Missing data**	*	10.8	18.1	33.1	23.1	25.5

(continued)

Exhibit A4.20
Percent of Students' Instructional Time Using English and Non-English by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement (weighted means)

Mean Percent of Students' Instructional Time	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort						
Reading/Language Arts/English Teachers						
Listening to English	*	33.9%	25.1%	25.3%	16.7%	21.4%
Speaking English	*	21.7%	21.1%	23.4%	20.1%	21.2%
Reading English	*	23.9%	18.5%	23.7%	17.0%	19.7%
Writing English	*	19.2%	13.8%	20.8%	12.4%	15.6%
Listening to the students' non-English language	*	0.4%	4.8%	2.2%	8.6%	5.7%
Speaking the students' non-English language	*	0.6%	5.6%	2.6%	12.6%	8.0%
Reading the students' non-English language	*	0.2%	6.0%	1.0%	6.3%	4.2%
Writing the students' non-English language	*	0.0%	5.1%	1.0%	5.7%	3.8%
Other	*	0.0%	0.0%	0.0%	0.7%	0.4%
Missing data**	*	22.6	22.2	21.5	25.3	26.1
Math Teachers						
Listening to English	*	30.0%	28.1%	28.6%	17.9%	22.6%
Speaking English	*	17.7%	18.1%	25.7%	18.6%	20.2%
Reading English	*	19.3%	16.3%	14.9%	13.1%	14.7%
Writing English	*	18.2%	11.8%	13.6%	9.6%	11.9%
Listening to the students' non-English language	*	12.2%	6.4%	3.8%	12.4%	9.6%
Speaking the students' non-English language	*	0.0%	5.6%	8.5%	11.9%	9.2%
Reading the students' non-English language	*	0.0%	6.8%	2.2%	6.3%	4.7%
Writing the students' non-English language	*	0.0%	6.8%	2.2%	6.6%	4.8%
Other	*	2.6%	0.0%	0.3%	3.6%	2.4%
Missing data**	*	14.6	23.7	28.2	26.6	27.9
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* =Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest proportion of missing data for the series of variables.

Note: Total N include cases with unknown poverty status.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.21

Percent of Students' Instructional Time Using English and Non-English by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement

(weighted means)

Mean Percent of Students' Instructional Time	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
Reading/Language Arts/English Teachers				
Listening to English	*	28.8%	18.3%	21.4%
Speaking English	*	23.5%	14.0%	17.1%
Reading English	*	20.3%	11.1%	13.8%
Writing English	*	18.7%	8.8%	11.6%
Listening to the students' non-English language	*	2.0%	10.5%	7.9%
Speaking the students' non-English language	*	2.8%	12.1%	9.3%
Reading the students' non-English language	*	2.1%	9.2%	7.1%
Writing the students' non-English language	*	1.7%	10.1%	7.6%
Other	*	0.1%	5.8%	4.1%
Missing data**	*	11.6	15.9	16.3
Math Teachers				
Listening to English	*	31.2%	19.1%	22.9%
Speaking English	*	26.4%	15.7%	18.8%
Reading English	*	17.9%	9.4%	12.2%
Writing English	*	18.2%	7.3%	10.6%
Listening to the students' non-English language	*	2.0%	10.6%	7.9%
Speaking the students' non-English language	*	1.7%	15.0%	10.8%
Reading the students' non-English language	*	1.3%	8.9%	6.5%
Writing the students' non-English language	*	1.4%	8.7%	6.4%
Other	*	0.0%	5.4%	3.8%
Missing data**	*	10.3	29.7	25.5

(continued)

Exhibit A4.21

Percent of Students' Instructional Time Using English and Non-English by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement (weighted means)

Mean Percent of Students' Instructional Time	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort				
Reading/Language Arts/English Teachers				
Listening to English	25.2%	19.6%	21.4%	21.4%
Speaking English	26.3%	15.3%	22.9%	21.2%
Reading English	24.7%	20.0%	18.7%	19.7%
Writing English	16.0%	16.6%	15.1%	15.6%
Listening to the students' non-English language	2.6%	8.4%	5.0%	5.7%
Speaking the students' non-English language	2.4%	12.2%	7.2%	8.0%
Reading the students' non-English language	1.7%	4.1%	4.8%	4.2%
Writing the students' non-English language	1.0%	3.7%	4.4%	3.8%
Other	0.0%	0.0%	0.6%	0.4%
Missing data**	16.8	36.2	23.2	26.1
Math Teachers				
Listening to English	27.6%	23.9%	20.9%	22.6%
Speaking English	21.1%	14.4%	22.5%	20.2%
Reading English	19.9%	17.6%	12.3%	14.7%
Writing English	16.9%	13.6%	10.0%	11.9%
Listening to the students' non-English language	4.3%	14.0%	8.9%	9.6%
Speaking the students' non-English language	2.8%	5.6%	12.1%	9.2%
Reading the students' non-English language	3.2%	4.6%	5.1%	4.7%
Writing the students' non-English language	2.3%	6.1%	4.9%	4.8%
Other	1.9%	0.2%	3.4%	2.4%
Missing data**	13.8	37.3	26.8%	27.9
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest proportion of missing data for the series of variables.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.22
Instructional Materials Used with LEP Students by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How do LEP/LM instructional materials compare with English proficient instructional materials?	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Reading/Language Arts/English Teachers						
LEP/LM and EP students use the same materials	*	76.9%	100.0%	79.0%	36.5%	63.9%
LEP/LM students use non-English language versions of the same materials used by EP students	*	0.0%	0.0%	1.4%	23.3%	10.3%
LEP/LM students use English-language materials designed for non-English speaking students and that differ from those used by EP students	*	45.6%	4.2%	19.9%	15.9%	18.8%
LEP/LM students use non-English language materials different from EP students	*	0.0%	0.0%	18.9%	39.7%	22.3%
Missing data**	*	1.8	2.2	2.1	11.2	5.8
Math Teachers						
LEP/LM and EP students use the same materials	*	100.0%	100.0%	91.0%	67.0%	82.9%
LEP/LM students use non-English language versions of the same materials used by EP students	*	2.3%	0.0%	18.8%	52.7%	29.0%
LEP/LM students use English-language materials designed for non-English speaking students differing from those used by EP students	*	0.0%	0.0%	13.2%	13.6%	10.1%
LEP/LM students use non-English language materials different from EP students	*	0.0%	0.0%	0.0%	11.3%	4.8%
Missing data**	*	0.0	0.0	25.0	4.7	10.4

(continued)

Exhibit A4.22
Instructional Materials Used with LEP Students by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How do LEP/LM instructional materials compare with English proficient instructional materials?	**School Poverty Concentration**					
	0-19%	**20-34%**	**35-49%**	**50-74%**	**75-100%**	**Total LEP**
3rd Grade Cohort						
Reading/Language Arts/English Teachers						
LEP/LM and EP students use the same materials	*	92.0%	66.8%	83.8%	56.0%	68.6%
LEP/LM students use non-English language versions of the same materials used by EP students	*	0.0%	18.8%	8.8%	23.2%	16.3%
LEP/LM students use English-language materials designed for non-English speaking students and that differ from those used by EP students	*	33.4%	15.7%	21.4%	37.2%	30.9%
LEP/LM students use non-English language materials different from EP students	*	0.0%	17.5%	7.9%	34.2%	21.9%
Missing data**	*	0.0	0.0	0.3	0.8	0.5
Math Teachers						
LEP/LM and EP students use the same materials	*	98.0%	84.2%	75.7%	75.7%	79.4%
LEP/LM students use non-English language versions of the same materials used by EP students	*	6.0%	29.9%	25.2%	47.1%	35.4%
LEP/LM students use English-language materials designed for non-English speaking students and that differ from those used by EP students	*	0.0%	14.1%	2.7%	16.0%	11.0%
LEP/LM students use non-English language materials different from EP students	*	0.0%	0.0%	0.0%	6.1%	3.5%
Missing data**	*	0.0	0.0	7.1	0.9	2.1
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = base N is too small (fewer than 30 unweighted cases)
** = represents the largest proportion of missing data for the series of variables
Note: Total N include cases with unknown poverty status.
Source: *Prospects*, Characteristics of Schools & Programs

Exhibit A4.23
Instructional Materials Used with LEP Students by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How do LEP/LM instructional materials compare with English proficient instructional materials?	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
Reading/Language Arts/English Teachers				
LEP/LM and EP students use the same materials	*	91.0%	50.8%	63.9%
LEP/LM students use non-English language versions of the same materials used by EP students	*	1.7%	14.5%	10.3%
LEP/LM students use English-language materials designed for non-English speaking students and that differ from those used by EP students	*	9.5%	23.4%	18.8%
LEP/LM students use non-English language materials different from EP students	*	5.5%	30.8%	22.3%
Missing data**	*	1.3	7.9	5.8
Math Teachers				
LEP/LM and EP students use the same materials	*	95.1%	77.0%	82.9%
LEP/LM students use non-English language versions of the same materials used by EP students	*	4.6%	40.3%	29.0%
LEP/LM students use English-language materials designed for non-English speaking students differing from those used by EP students	*	0.3%	14.6%	10.1%
LEP/LM students use non-English language materials different from EP students	*	0.0%	7.1%	4.8%
Missing data**	*	0.0	15.0	10.4

(continued)

Exhibit A4.23
Instructional Materials Used with LEP Students by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

How do LEP/LM instructional materials compare with English proficient instructional materials?	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort				
Reading/Language Arts/English Teachers				
LEP/LM and EP students use the same materials	85.7%	67.3%	65.8%	68.6%
LEP/LM students use non-English language versions of the same materials used by EP students	25.0%	8.1%	18.2%	16.3%
LEP/LM students use English-language materials designed for non-English speaking students and that differ from those used by EP students	26.1%	36.9%	29.1%	30.9%
LEP/LM students use non-English language materials different from EP students	6.6%	29.8%	21.6%	21.9%
Missing data**	0.5	0.0	0.7	0.5
Math Teachers				
LEP/LM and EP students use the same materials	91.7%	85.0%	74.3%	79.4%
LEP/LM students use non-English language versions of the same materials used by EP students	10.9%	41.1%	38.4%	35.4%
LEP/LM students use English-language materials designed for non-English speaking students differing from those used by EP students	14.2%	0.0%	15.0%	11.0%
LEP/LM students use non-English language materials different from EP students	0.0%	0.0%	5.7%	3.5%
Missing data**	0.0	0.1	3.7	2.1
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.
** = Represents the largest proportion of missing data for the series of variables.
Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.24
ESL Instruction in The Regular Classroom by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Do regular teachers provide ESL instruction in class?	*	46.5%	17.5%	54.1%	68.1%	53.2%
ESL students divided into instructional groups when ESL is taught	*	69.5%	53.5%	52.6%	54.5%	55.6%
Missing data**	*	3.7	13.7	3.9	19.6	13.2
Basis on which instructional groups are formed for ESL instruction						
Similar oral English ability	*	72.2%	60.6%	68.9%	59.4%	63.9%
Similar reading ability in English	*	100.0%	0.0%	1.3%	6.1%	18.1%
Similar writing ability in English	*	30.4%	0.0%	1.3%	0.4%	5.0%
Diversity of abilities in English	*	0.0%	0.0%	26.4%	24.2%	20.7%
Same non-English language, but diversity of abilities in that language	*	0.0%	0.0%	0.0%	1.9%	1.1%
Same non-English language and similar abilities in that language	*	0.0%	0.0%	0.0%	2.3%	1.3%
No basis, random	*	0.0%	39.4%	6.1%	2.1%	3.9%
Other basis	*	6.3%	0.0%	0.0%	18.3%	10.9%
Missing data**	*	0.0	0.0	0.0	3.2	1.4
3rd Grade Cohort						
Do regular teachers provide ESL instruction in class?	*	8.0%	50.5%	47.8%	73.8%	58.5%
ESL students divided into instructional groups when ESL is taught	*	100.0%	96.0%	47.8%	68.2%	66.4%
Missing data**	*	14.6	22.2	19.8	20.5	21.7
Basis on which instructional groups are formed for ESL instruction						
Similar oral English ability	*	50.2%	81.3%	73.5%	67.9%	67.9%
Similar reading ability in English	*	100.0%	36.1%	5.7%	49.8%	44.5%
Similar writing ability in English	*	50.2%	68.4%	2.4%	35.8%	34.0%
Diversity of abilities in English	*	0.0%	32.3%	20.9%	40.3%	34.7%
Same non-English language, but diversity of abilities in that language	*	0.0%	0.0%	0.0%	8.6%	6.0%
Same non-English language and similar abilities in that language	*	0.0%	45.2%	2.3%	21.5%	20.4%
No basis, random	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other basis	*	49.8%	18.7%	9.1%	0.5%	4.7%
Missing data**	*	0.0	0.0	0.0	1.1	0.5
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* =Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest portion of missing data for the series of variables.

Note: Total N include cases with unknown poverty status.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.25
ESL Instruction in The Regular Classroom by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
Do regular teachers provide ESL instruction in class?	*	29.1%	64.5%	53.2%
ESL students divided into instructional groups when ESL is taught	*	35.5%	58.7%	55.6%
Missing data**	*	6.2	13.3	13.2
Basis on which instructional groups are formed for ESL instruction				
Similar oral English ability	*	67.3%	64.2%	63.9%
Similar reading ability in English	*	52.1%	13.7%	18.1%
Similar writing ability in English	*	6.5%	4.9%	5.0%
Diversity of abilities in English	*	3.9%	22.7%	20.7%
Same non-English language, but diversity of abilities in that language	*	0.0%	1.2%	1.1%
Same non-English language and similar abilities in that language	*	0.0%	1.4%	1.3%
No basis, random	*	0.0%	4.3%	3.9%
Other basis	*	0.0%	11.2%	10.9%
Missing data**	*	0.0	2.0	1.4
3rd Grade Cohort				
Do regular teachers provide ESL instruction in class?	46.4%	42.8%	67.9%	58.5%
ESL students divided into instructional groups when ESL is taught	63.6%	84.3%	61.8%	66.4%
Missing data**	10.5	33.6	18.5	21.7
Basis on which instructional groups are formed for ESL instruction				
Similar oral English ability	67.7%	33.5%	81.4%	67.9%
Similar reading ability in English	72.5%	34.1%	44.4%	44.5%
Similar writing ability in English	22.3%	20.0%	41.3%	34.0%
Diversity of abilities in English	39.0%	57.0%	25.2%	34.7%
Same non-English language, but diversity of abilities in that language	22.3%	0.0%	5.9%	6.0%
Same non-English language and similar abilities in that language	23.1%	0.9%	27.6%	20.4%
No basis, random	0.0%	0.0%	0.0%	0.0%
Other basis	32.3%	0.0%	2.5%	4.7%
Missing data**	0.0	0.0	1.0	0.5
Total Weighted N				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.

** = Represents the largest portion of missing data for the series of variables.

Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.26
Coordination Between Regular and ESL/Bilingual Instruction by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

	School Poverty Concentration					
Frequency of Activity	**0-19%**	**20-34%**	**35-49%**	**50-74%**	**75-100%**	**Total LEP**
1st Grade Cohort						
ESL and regular staff develop lesson plans						
Daily	•	29.1%	•	1.6%	24.0%	13.8%
Weekly	•	43.5%	•	61.3%	32.8%	45.7%
Monthly	•	16.6%	•	15.4%	35.2%	23.3%
Annually	•	0.0%	•	0.0%	0.0%	3.1%
Never	•	10.9%	•	21.7%	8.0%	14.2%
ESL and regular staff discuss instructional coordination						
Daily	•	29.1%	•	1.8%	11.7%	8.5%
Weekly	•	43.5%	•	65.6%	34.9%	49.7%
Monthly	•	27.5%	•	12.3%	26.5%	20.3%
Annually	•	0.0%	•	4.9%	14.3%	9.3%
Never	•	0.0%	•	15.3%	12.7%	12.2%
ESL and regular staff have informal discussions						
Daily	•	78.1%	•	76.6%	49.4%	63.7%
Weekly	•	9.6%	•	8.6%	40.9%	22.6%
Monthly	•	12.3%	•	11.6%	2.2%	9.4%
Annually	•	0.0%	•	0.0%	0.4%	0.1%
Never	•	0.0%	•	3.2%	7.1%	4.2%
ESL and regular staff share written records of student progress						
Daily	•	32.6%	•	10.1%	21.5%	16.7%
Weekly	•	9.2%	•	0.5%	16.4%	8.1%
Monthly	•	4.8%	•	70.9%	40.7%	49.5%
Annually	•	13.8%	•	3.3%	15.1%	12.5%
Never	•	39.6%	•	15.3%	6.3%	13.2%
ESL and regular staff hold common planning periods						
Daily	•	0.0%	•	56.1%	36.3%	40.4%
Weekly	•	0.0%	•	9.6%	31.7%	17.3%
Monthly	•	1.6%	•	12.8%	15.9%	12.5%
Annually	•	16.5%	•	0.0%	1.9%	2.7%
Never	•	81.9%	•	21.5%	14.1%	27.1%
Missing data**	•	23.7	•	13.0	51.1	32.8

(continued)

Exhibit A4.26

Coordination Between Regular and ESL/Bilingual Instruction by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement (weighted column percentages)

Frequency of Activity	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
3rd Grade Cohort						
ESL and regular staff develop lesson plans						
Daily	*	23.8%	*	6.3%	27.9%	18.9%
Weekly	*	34.9%	*	43.4%	31.2%	33.1%
Monthly	*	41.2%	*	34.0%	24.1%	30.8%
Annually	*	0.0%	*	0.0%	5.7%	6.8%
Never	*	0.0%	*	16.3%	11.1%	10.4%
ESL and regular staff discuss instructional coordination						
Daily	*	23.8%	*	6.2%	11.9%	10.4%
Weekly	*	34.9%	*	42.9%	43.1%	39.6%
Monthly	*	41.2%	*	34.2%	30.8%	33.7%
Annually	*	0.0%	*	9.1%	8.2%	10.5%
Never	*	0.0%	*	7.7%	6.0%	5.7%
ESL and regular staff have informal discussions						
Daily	*	66.4%	*	50.7%	59.1%	52.2%
Weekly	*	23.5%	*	15.6%	30.2%	29.5%
Monthly	*	10.2%	*	29.0%	10.1%	16.5%
Annually	*	0.0%	*	0.0%	0.6%	0.3%
Never	*	0.0%	*	4.7%	0.0%	1.4%
ESL and regular staff share written records of student progress						
Daily	*	23.8%	*	18.9%	29.4%	23.0%
Weekly	*	9.1%	*	4.6%	20.3%	15.1%
Monthly	*	37.3%	*	62.2%	41.4%	46.0%
Annually	*	3.9%	*	6.7%	8.8%	10.4%
Never	*	25.8%	*	7.7%	0.0%	5.5%
ESL and regular staff hold common planning periods						
Daily	*	0.0%	*	29.4%	24.5%	20.6%
Weekly	*	0.0%	*	16.8%	50.5%	31.7%
Monthly	*	8.1%	*	32.5%	11.3%	15.4%
Annually	*	54.7%	*	0.0%	1.7%	10.5%
Never	*	37.2%	*	21.3%	12.1%	21.8%
Missing data**	*	28.0	*	32.9	61.4	52.1
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total N include cases with unknown poverty status.
Source: *Prospects*, Classroom Teacher Questionnaire

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Exhibit A4.27
Coordination Between Regular and ESL/Bilingual Instruction by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

Frequency of Activity	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
ESL and regular staff develop lesson plans				
Daily	*	9.9%	15.1%	13.8%
Weekly	*	5.8%	56.8%	45.7%
Monthly	*	39.8%	19.8%	23.3%
Annually	*	7.6%	0.0%	3.1%
Never	*	36.9%	8.3%	14.2%
ESL and regular staff discuss instructional coordination				
Daily	*	7.2%	9.2%	8.5%
Weekly	*	9.9%	61.6%	49.7%
Monthly	*	45.9%	11.9%	20.3%
Annually	*	7.6%	9.7%	9.3%
Never	*	29.4%	7.8%	12.2%
ESL and regular staff have informal discussions				
Daily	*	50.8%	69.7%	63.7%
Weekly	*	22.6%	22.5%	22.6%
Monthly	*	25.7%	2.5%	9.4%
Annually	*	0.0%	0.0%	0.1%
Never	*	0.9%	5.3%	4.2%
ESL and regular staff share written records of student progress				
Daily	*	7.6%	19.4%	16.7%
Weekly	*	6.1%	8.7%	8.1%
Monthly	*	38.8%	52.5%	49.5%
Annually	*	16.6%	9.7%	12.5%
Never	*	30.9%	9.7%	13.2%
ESL and regular staff hold common planning periods				
Daily	*	0.0%	52.5%	40.4%
Weekly	*	4.3%	21.4%	17.3%
Monthly	*	30.5%	7.9%	12.5%
Annually	*	8.3%	1.0%	2.7%
Never	*	56.9%	17.2%	27.1%
Missing Data**	*	47.0	35.8	38.8

(continued)

Exhibit A4.27

Coordination Between Regular and ESL/Bilingual Instruction by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement (weighted column percentages)

	School LEP Concentration			
Frequency of Activity	0-4%	5-24%	25-100%	Total LEP
3rd Grade Cohort				
ESL and regular staff develop lesson plans				
Daily	*	15.9%	25.1%	18.9%
Weekly	*	4.1%	43.1%	33.1%
Monthly	*	51.2%	25.7%	30.8%
Annually	*	22.7%	0.5%	6.8%
Never	*	6.1%	5.6%	10.4%
ESL and regular staff discuss instructional coordination				
Daily	*	12.6%	13.7%	10.4%
Weekly	*	12.3%	54.5%	39.6%
Monthly	*	51.2%	18.7%	33.7%
Annually	*	18.5%	6.3%	10.5%
Never	*	5.5%	6.7%	5.7%
ESL and regular staff have informal discussions				
Daily	*	39.8%	61.3%	52.2%
Weekly	*	17.4%	27.7%	29.5%
Monthly	*	41.9%	8.9%	16.5%
Annually	*	0.0%	0.0%	0.3%
Never	*	0.8%	2.1%	1.4%
ESL and regular staff share written records of student progress				
Daily	*	12.5%	32.9%	23.0%
Weekly	*	8.3%	15.3%	15.1%
Monthly	*	51.9%	38.8%	46.0%
Annually	*	21.8%	6.4%	10.4%
Never	*	5.5%	6.6%	5.5%
ESL and regular staff hold common planning periods				
Daily	*	0.0%	32.4%	20.6%
Weekly	*	5.1%	39.2%	31.7%
Monthly	*	36.5%	11.0%	15.4%
Annually	*	19.9%	2.2%	10.5%
Never	*	38.5%	15.2%	21.8%
Missing Data**	*	66.2	51.0	52.1
Total Weighted				
1st Grade	18,593	59,959	177,313	255,865
3rd Grade	25,305	49,817	94,232	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates

** = Represents the largest proportion of missing data for the series of variables

Source: *Prospects*, Characteristics of Schools & Programs

Exhibit A4.28
Teacher Perceptions of LEP Students by School Poverty Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

LEP Student Characteristics: Percent of Teachers Who Agree With the Statement	School Poverty Concentration					
	0-19%	20-34%	35-49%	50-74%	75-100%	Total LEP
1st Grade Cohort						
Reading/Language Arts/English Teachers						
LEP/LM students will always score lower than average.	*	1.0%	0%	1.3%	2.4%	1.6%
LEP/LM students do not want to learn.	*	0%	0%	0.7%	0.2%	0.3%
LEP/LM students do not have the right background for schoolwork.	*	46.2%	35.1%	62.4%	28.2%	41.1%
LEP/LM students have shorter attention spans.	*	2.3%	2.7%	1.3%	4.9%	2.9%
Missing data**	*	6.6	17.8	5.4	22.6	15.6
Math Teachers						
LEP/LM students will always score lower than average.	*	1.0%	0%	1.9%	2.7%	1.9%
LEP/LM students do not want to learn.	*	0%	0%	0.6%	0.2%	0.3%
LEP/LM students do not have the right background for schoolwork.	*	33.0%	35.1%	62.4%	29.6%	40.4%
LEP/LM students have shorter attention spans.	*	12.9%	2.7%	1.3%	5.3%	4.2%
3rd Grade Cohort						
Reading/Language Arts/English Teachers						
LEP/LM students will always score lower than average.	*	7.8%	0%	11.3%	10.2%	9.9%
LEP/LM students do not want to learn.	*	0%	0%	0%	0.8%	0.4%
LEP/LM students do not have the right background for schoolwork.	*	9.4%	0%	28.5%	50.3%	34.1%
LEP/LM students have shorter attention spans.	*	0%	0%	4.9%	24.2%	13.6%
Missing data**	*	14.6	22.2	27.4	25.0	25.7
Math Teachers						
LEP/LM students will always score lower than average.	*	8.0%	0%	8.7%	9.8%	9.1%
LEP/LM students do not want to learn.	*	0%	0%	0%	0.8%	0.4%
LEP/LM students do not have the right background for schoolwork.	*	32.3%	0.3%	26.8%	47.9%	35.3%
LEP/LM students have shorter attention spans.	*	0%	0.3%	3.3%	23.0%	13.0%
Total Weighted N						
1st Grade	20,156	23,512	17,101	85,984	108,970	255,865
3rd Grade	6,204	17,342	15,338	38,224	87,116	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.
** = Represents the largest proportion of missing data for the series of variables.
Note: Total N include cases with unknown poverty status.
Source: *Prospects*, Classroom Teacher Questionnaire

Exhibit A4.29
Teacher Perceptions of LEP Students by School LEP Concentration and Grade Cohort: 12-Month Followup Study, LEP/LM Supplement
(weighted column percentages)

LEP Student Characteristics: Percent of Teachers Who Agree With the Statement	School LEP Concentration			
	0-4%	5-24%	25-100%	Total LEP
1st Grade Cohort				
Reading/Language Arts/English Teachers				
LEP/LM students will always score lower than average.	0%	1.7%	1.6%	1.6%
LEP/LM students do not want to learn.	0%	0%	0.4%	0.3%
LEP/LM students do not have the right background for schoolwork.	13.5%	16.5%	50.8%	41.1%
LEP/LM students have shorter attention spans.	4.2%	1.0%	3.5%	2.9%
Missing data**	35.5	8.0	16.0	15.6
Math Teachers				
LEP/LM students will always score lower than average.	0%	2.1%	1.9%	1.9%
LEP/LM students do not want to learn.	0%	0%	0.4%	0.3%
LEP/LM students do not have the right background for schoolwork.	14.2%	18.2%	49.2%	40.4%
LEP/LM students have shorter attention spans.	4.4%	1.5%	5.1%	4.2%
3rd Grade Cohort				
Reading/Language Arts/English Teachers				
LEP/LM students will always score lower than average.	15.7%	6.7%	9.8%	9.9%
LEP/LM students do not want to learn.	0%	0%	0.7%	0.4%
LEP/LM students do not have the right background for schoolwork.	34.7%	37.3%	32.4%	34.1%
LEP/LM students have shorter attention spans.	10.2%	18.8%	12.1%	13.6%
Missing data**	11.9	33.9	25.1	25.7
Math Teachers				
LEP/LM students will always score lower than average.	13.0%	6.6%	9.2%	9.1%
LEP/LM students do not want to learn.	0%	0%	0.7%	0.4%
LEP/LM students do not have the right background for schoolwork.	49.2%	37.1%	30.6%	35.3%
LEP/LM students have shorter attention spans.	7.4%	18.6%	11.8%	13.0%
Total Weighted N				
1st Grade	20,156	23,512	17,101	255,865
3rd Grade	6,204	17,342	15,338	169,354

* = Base N is too small (fewer than 30 unweighted cases) to generate estimates.
** = Represents the largest proportion of missing data for the series of variables.
Source: *Prospects*, Classroom Teacher Questionnaire

APPENDIX B

THE FOUR CENSUS REGIONS

APPENDIX B: THE FOUR CENSUS REGIONS

The four census regions include the following states:

Northeast: Maine, New Hampshire, Vermont, New York, Pennsylvania, Massachusetts, Connecticut, Rhode Island and New Jersey;

South: Maryland, Delaware, Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, Texas, Oklahoma, Louisiana and the District of Columbia;

Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Kansas, Nebraska, Missouri, North Dakota and South Dakota; and

West: Washington, Oregon, Idaho, Montana, Wyoming, Utah, Colorado, Nevada, California, Arizona, New Mexico, Alaska and Hawaii.

APPENDIX C:

STANDARDIZED ACHIEVEMENT TESTS

APPENDIX C: STANDARDIZED ACHIEVEMENT TESTS

CTBS/4

The Comprehensive Test of Basic Skills, in its new or Fourth Edition (CTBS/4), was selected as the primary assessment instrument for measuring both status and gains in reading and mathematics. The CTBS/4 is a vertically equated test series designed to measure student achievement in basic skills as taught in the schools throughout the nation. Items for the CTBS/4 are organized by content areas that reflect the educational objectives commonly found in state and district curriculum guides and in major text books, basal series, and instructional programs.

Prior analyses published by the test developer[1] (CTB Macmillan/McGraw-Hill) indicate satisfactory psychometric characteristics (e.g., high item and scale reliabilities, absence of ceiling and floor effects, absence of obvious cultural biases, low error of measurement, etc.) in the national norming sample used for evaluating the Fourth Edition of the CTBS. In addition, in an independent test of the publisher's claims (*Prospects* Field Test), the CTBS/4 Complete Battery performed in accordance with these measurement objectives when evaluated with samples of first, second, third, fourth and seventh grade students. This test was conducted in 12 schools located in urban, suburban and rural school districts in two states during the spring of 1990.

The CTBS/4 national norms were constructed by CTB Macmillan/McGraw-Hill in the spring of 1988 using a sample of 156,000 students from public schools, Catholic schools, and private, non-Catholic schools. Participating schools were asked to test all students who would ordinarily be included in their regular testing program.

The weighted mean percentiles for the *Prospects* sample of CTBS test takers are not at the 50th percentile, as one might expect [see Exhibits 3.2A and 3.2B]. There are several possible explanations. First, the *Prospects* population is not strictly comparable to the norm-referenced population. The norm-referenced sample includes both public and private school students, whereas the *Prospects* sample is restricted to students in public schools. Second, the CTBS norms were established in 1988, while the *Prospects* weighted mean percentiles were derived from tests conducted in 1992. Third, a portion of the difference may be related to sampling variability.

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[1] Documentation of test battery design, the national norming procedures, and psychometric properties of the items are included in the following publications available from CTB Macmillian/McGraw-Hill of Monterey, California: *The Comprehensive Tests of Basic Skills - 4th Edition: Preliminary Technical Data*, June, 1989; *The Comprehensive Tests of Basic Skills - 4th Edition: Technical Bulletin 1*, December, 1989; *The Comprehensive Tests of Basic Skills - 4th Edition: Spring Norms Book, March through June*, 1989; *The Comprehensive Tests of Basic Skills - 4th Edition: Fall Norms Book, September through November*, 1990: and *The Comprehensive Tests of Basic Skills - 4th Edition: Test Coordinator's Handbook*, 1990.

SABE

The Spanish Assessment of Basic Education (SABE) tests are a series of norm-referenced tests for grades one through eight developed under the direction of CTB/McGraw-Hill and used with students for whom Spanish is the language of instruction.[2] The SABE is designed to measure student achievement in the basic reading and mathematics skills commonly found in published texts and state and district curricula.

The reference-group norms for the SABE are based on test data from 170 schools that offered reading instruction in Spanish from kindergarten through second grade. Only students who had received Spanish reading instruction and had a relatively uninterrupted academic history of enrollment in bilingual programs were retained in the sample. After applying these criteria, the norming sample consisted of 8,000 students whose dominant language was Spanish.

The SABE tests were designed to be comparable in content coverage and structure to the CTBS tests, and to provide scores that could be statistically equated to the CTBS/4 by using a two-step crosswalk in which both the SABE and CTBS/4 scores are related to the older CTBS Form U test battery.[3]

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[2] The SABE was developed by The Hampton-Brown Company under the direction of CTB Macmillan/McGraw-Hill.

[3] Documentation of SABE test battery design, the national norming procedures, and psychometric properties of the items are included in the following publications available from CTB McGraw-Hill of Monterey, California: *The Spanish Assessment of Basic Education: Technical Report*, 1988; *The Spanish Assessment of Basic Education: Norms Book*, 1987; and *The Spanish Assessment of Basic Education: User's Guide*, 1988.

The weighted mean percentiles for the *Prospects* sample of SABE test takers are not at the 50th percentile, as one might expect [see Exhibits 3.2A and 3.2B]. There are several possible explanations. First, the *Prospects* population is not strictly comparable to the norm-referenced population for the SABE. The norm-referenced sample includes both public and private school students, whereas the *Prospects* sample is restricted to students in public schools. Furthermore, in contrast to the *Prospects* sample, the norm-referenced population for the SABE is restricted to students who had received Spanish reading instruction and had a relatively uninterrupted academic history of enrollment in bilingual programs. Second, the SABE norms were established in 1987, while the *Prospects* weighted mean percentiles were derived from tests conducted in 1992. Third, a portion of the difference may be related to sampling variability.

ORDERING INFORMATION

To obtain Prospects: *The Congressionally Mandated Study of Educational Growth and Opportunity, First Year Report on Language Minority and Limited English Proficient Students,* contact:

Office of the Under Secretary
Planning and Evaluation Service
U.S. Department of Education
600 Independence Avenue, S.W., Rm. 4136
Washington, D.C. 20202

Public use of Prospects data tapes can be obtained from the U.S. Department of Education, Office of Educational Research and Improvement. The Prospects report and related publications may also be ordered from:

The National Clearinghouse for Bilingual Education
at George Washington University
1118 22nd Street, N.W.
Washington, D.C. 20037
Phone: 800-321-6223
Fax: 202-429-9766
Internet: ASKNCBE@NCBE.GWU.EDU

RELATED REPORTS:

Related reports may be ordered from these sources. Reports include:

- *Descriptive Study of Services to LEP Students*
- *Providing Chapter 1 Services to Limited English Proficient Students*
- *Serving Different Masters: Title VII Evaluation Practice and Policy*
- *Bilingual Beginnings: Evaluation of the Preschool Special Populations Program*
- *Identifying Model Strategies in Bilingual Education: Parent Involvement*
- *New Land, New Knowledge: An Evaluation of two Education Programs Serving Refugee and Immigrant Students*
- *The Title VII Academic Excellence Program: Disseminating Effective Programs and Practices in Bilingual Education*

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY

Dear Colleague:

Enclosed please find a copy of *Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, Interim Report: Language Minority and Limited English Proficient Students*. The study presents preliminary descriptive information on the effects of the Title I program on language minority students in light of the Education Department's unique role and interest in dissemination of effective practices and findings in this area.

Prospects is the first longitudinal study of Title I since the *Sustaining Effects Study* of the late 1970s. It was developed in compliance with a congressional mandate from the Hawkins-Stafford Amendments to the Elementary and Secondary Education Act of 1988. Conducted for the Department of Education with funding support by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), this study is based on annual survey and achievement data from nationally representative samples of three student cohorts beginning in grades 1 and 3. As part of Prospects, this supplemental report is the first longitudinal study designed to measure the effects of the Title I program on language minority students. Subsequent reports will focus on analyzing changes based on data collected in subsequent years and will examine what factors are related to those changes.

This study finds that many LEP students are not receiving the quality instruction and services they need. It reports that although most LEP students participate in some form of supplementary education, almost one-third do not receive ESL/bilingual assistance from any source, largely because they attend schools that lack these services. To assist schools in serving these students, the reports suggests better monitoring and better technical assistance.

The enclosed *Analysis and Highlights* provides a summary of the study's major findings. If you have any questions about this report, please call Val Plisko, Director of the Elementary and Secondary Division, at (202) 401-1958.

Sincerely,

Alan Ginsburg

Enclosures

--Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity: Interim Report: Language Minority and Limited English Proficient Students

--Analysis and Highlights

600 INDEPENDENCE AVE., S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY

PROSPECTS: THE CONGRESSIONALLY MANDATED STUDY OF EDUCATIONAL GROWTH AND OPPORTUNITY
Language Minority and Limited English Proficient Students

Analysis and Highlights

Measured by grades, retention in grade, teacher judgements of student ability, and standardized tests, the academic performance of limited-English proficient (LEP) students generally lags behind other elementary school students. Eighty to 90 percent of LEP students receive some form of supplementary education from federal, state or local sources. However, 30 percent do not receive English as a second language or bilingual education from any source. In schools receiving Chapter 1 (now Title I) funding, about 1 out of 5 LEP 1st and 3rd graders with low performance in math or reading receive no supplemental instruction in those areas.

Nationally, children reared in a setting in which a language other than English is commonly used comprise about 16 percent of all students in the 1st and 3rd grades. Among these language minority students, about 40 percent are classified as LEP. While these students vary widely, many are particularly disadvantaged -- coming from very poor families and typically living in communities (mostly urban) with high concentrations of poverty. Often their parents have only limited proficiency in English and may rarely speak English at home, are more likely to be employed in low-income jobs, and have low levels of formal education relative to other students.

These and other findings are from *Prospects*, the first longitudinal study designed to measure the effects of Chapter 1 (now Title I) on limited-English proficient students. Although the study does not provide detailed data on the nature of bilingual education or English as a second language instruction received by these students, this Congressionally mandated study includes nationally representative data on students who were in the 1st, 3rd or 7th grade at the beginning of this 5-year study. It includes a supplemental sample of 1st and 3rd graders in schools with high concentrations of LEP students. Information is collected annually from students, parents, teachers, and principals. This interim report is based on data for 1st and 3rd graders in 1991-92. Subsequent *Prospects* reports will examine student outcomes over time.

This report does not examine the impact of mode of instruction on student performance and progress; **subsequent *Prospects* reports will examine student outcomes over time.** No conclusions should be drawn about the effectiveness of particular instructional approaches in the education of limited-English proficient students based on the cross sectional data in this report.

Chapter 1 /Title I provides funds to school districts to provide supplemental instruction to low-achieving students in low-income schools. It is the largest single federal elementary education program. Instructional areas supported by Chapter 1 include reading, mathematics, language arts, English as a second language (ESL) and bilingual education. Congress made it clear in the 1994 reauthorization of Chapter 1/Title I that LEP students are eligible for Chapter 1 services.

Findings

Language, Family and Economic Background: LEP students are a diverse and often poor population.

- While LEP students speak over a hundred languages, Spanish is spoken by more than 77 percent of these students. In low-income urban schools, the proportion of Spanish speakers rises to about 90 percent of LEP students.

- Most LEP students come from poverty backgrounds. Fifty-four percent of LEP students in 1st and 3rd grades are in families with incomes under $15,000--and the proportion rises to 66 percent in high-poverty schools. About 50 percent of Hispanic LEP 1st graders attend a high-poverty school--compared to 8 percent of Asian LEP 1st graders. Less than a 3rd of the parents of LEP students reported very good skills in speaking, reading or writing English. About 50 percent of mothers of LEP students do not have a high school diploma.

- LEP students are less likely than other students--including those from other low-income families--to have early childhood education. For example, 13 percent of LEP students participated in Head Start, compared to 27 percent of other language minority students. LEP students are also less likely to have attended kindergarten (80 percent of LEP students versus 96 percent of all 3rd grade students).

Academic Performance: Measured by grades, retention in grade, teacher judgements of student ability, and standardized tests, the academic performance of limited-English proficient (LEP) students is lagging behind that of other elementary school students.

- LEP students did not perform as well as other 3rd grade students in English language standardized reading and math tests. Testing Spanish-speaking students in Spanish produced slightly better results. LEP students scored at the 30th percentile in reading and the 36th percentile in math. LEP students attending high-poverty schools scored even lower. Overall, 72 percent of LEP students were tested in English or Spanish; LEP students who spoke a language other than English or Spanish were not tested.

- Grades tell a similar story: in reading, 7 percent of all 3rd graders received a grade of unsatisfactory, compared to 16 percent of LEP students (and 19 percent of LEP students in high-poverty schools). In math, 8 percent of all 3rd graders received a grade of unsatisfactory, compared to 18 percent of LEP students (and 22 percent of LEP students in high-poverty schools).

- Teachers report a larger gap between LEP students and other students in academic ability and performance in the 3rd grade than they do in the 1st grade. This may indicate a growing gap in student performance as students advance through grade levels. Alternately, or in addition, since many 1st graders will no longer be LEP by the 3rd grade, it may reflect that harder to reach LEP children are found in the later grades. Or it may indicate that LEP students entering the school at the 3rd grade are further behind. Subsequent *Prospects* reports will use longitudinal data to address this issue.

Findings (continued)

- Nearly 1 out of 4 LEP students in schools with high concentrations of LEP students has repeated a grade by 3rd grade--compared to 15 percent of other students.

Schools: LEP students are likely to attend schools with poor children.

- Schools with high concentrations of low-income students face increased challenges. More than 40 percent of LEP students attend high-poverty schools where at least 75 percent of the students are eligible for the free or reduced school lunch program--compared to 13 percent of all students. Over 74 percent of LEP students attend schools where at least half the students are eligible for the school lunch program--schools now eligible for Title I "schoolwide" programs.

Student Placement: There is great variation in how schools identify LEP students.

- Almost all schools use multiple criteria for entry into and exit from language related services--and 85 percent of LEP students are in districts that use 4 or more criteria. Less than 3 percent are in schools that use a student's home language as sole criterion. More than 90 percent of LEP students are in schools that use a test of English oral/aural proficiency to determine entry and about 3 out of 4 schools require such tests for exit.

- Few LEP students (18 percent of 1st graders and 24 percent of 3rd graders) were tested in content areas in a non-English language.

- About 47 percent LEP students did not take a *Prospects* standardized test in either English or Spanish--and many students taking the test in Spanish were not listed as LEP in school records. These patterns pose important issues for effective assessment and its role in school accountability.

Teachers:

- Teachers of LEP students have job experience similar to other teachers at these grade levels--with an average of over 12 years in teaching, and over 6 years in the same school. Many teachers of LEP students lack specific training to teach children who are not proficient in English and a majority do not speak the students' native language.

- There is significant reliance on classroom aides to help teach LEP students, particularly in high poverty schools. Over 58 percent of LEP students in high-poverty schools have aides for English/reading instruction, compared to only 12 percent in low-poverty schools. Less than 21 percent of LEP students have aides who have some education beyond high school. In both grades, fewer than half of LEP students have aides who speak their language.

Findings (continued)

- About half of 1st grade LEP students have teachers who report that they are proficient in the predominant non-English language spoken by their students. This figure falls to 40 percent of LEP 3rd graders. LEP students in schools with lower poverty levels are much less likely to have teachers who can speak the student's native language.

  If the child speaks a language other than English or Spanish, the teacher is even less likely to understand. Fewer than 15 percent of LEP students who speak a language other than English or Spanish have teachers who report fluency in the child's language.

Language of Instruction: English is the primary language of instruction for LEP students. Many LEP children in Chapter 1 do not receive content area instruction in their mother tongue.

- Less than 48 percent of LEP students have teachers who provide regular classroom instruction in content areas using a language other than English.

- Even in those classrooms where a language other than English is used for some part of instruction, about 40 percent of instruction for 1st graders and 50 percent of instruction for 3rd graders is in English. In high-LEP concentration schools, a much larger proportion of instruction is in a native language than in low concentration schools.

- In classrooms that utilize the child's native language, by the end of a single school year there is a dramatic shift away from primary use of the child's native language for instruction in content areas. By the end of a single school year, only 14 percent of LEP 3rd graders are in classrooms where instruction is primarily in the student's mother tongue.

Instruction: The type and quality of instruction programs for LEP students varied, with many--including many in Chapter 1 schools--not receiving any special services at all.

- Over half of LEP students in both grades have classroom teachers who indicate that they teach ESL as part of their regular classroom. That does not necessarily mean that those teachers are trained or qualified to provide this instruction. While not all states require certification in second language acquisition, only about 15 percent of the LEP students in both grades are taught by regular classroom teachers who report having ESL certification. Similarly, only about 36 percent of 1st grade LEP students and 21 percent of 3rd grade LEP students have a regular classroom teacher certified to teach bilingual education. Teachers certified in bilingual education are far more likely to be teaching in high-poverty and/or high-LEP concentration schools. In these high-LEP concentration schools, just over half of the 1st grade LEP students have regular classroom teachers certified to teach bilingual education.

Findings (continued)

- Most teachers of LEP children do not use instructional materials specifically designed for LEP students. In reading, over 64 percent of LEP students have teachers who use the same materials for English proficient and LEP students. Over 79 percent of LEP students in both grades have math teachers who report using the same instructional materials with LEP and English proficient students for some part of their instruction.

- Between 80 and 90 percent of LEP students receive some form of supplementary education through federal, state or local programs. About 45 percent of 1st grade LEP students and more than 60 percent of 3rd grade LEP students participate in some form of education assistance in reading/language arts, primarily through the Chapter 1 program. Thirty percent of LEP students in both grades do not receive bilingual education or ESL from any source--largely because they attend schools that do not provide such services.

- In core curricular areas, such as reading and mathematics, many low-performing LEP students are not receiving supplementary instruction beyond that in their bilingual-Education or English as a second language instruction. More than 40 percent of low-achieving LEP students in our nation's schools receive no supplemental (federal, state, or local) help in reading/language arts. Sixty-five percent of low-achieving LEP 1st graders do not participate in supplementary programs in math. Even in schools receiving Chapter 1/Title I funds, many LEP students with low academic achievement receive no supplemental services. For example, 18 percent of 1st graders with low achievement in mathematics receive no supplementary mathematics services; in reading the figure is 27 percent. For 3rd graders, 19 percent of LEP 3rd graders with low achievement in mathematics are receiving no supplemental mathematics services; in reading, the figure is 21 percent.

Implications

Implications of these findings of lagging performance, with limited support for improving student outcomes, include the need for:

- High quality educational assessments for all students (including LEP students),

- Improved staff development--for both new and current teachers and aides--to effectively teach LEP students for higher achievement throughout the core curricula,

- Improved program coordination at state, local and school levels, and

- Better technical assistance (including to areas that serve relatively few LEP students).

Schoolwide projects under Title I and Title VII can help meet these needs. State and local education agencies' planning, application review, technical assistance, and other activities can play a vital role in this capacity building in our nation's schools. These issues of equal educational opportunities for all our nation's children are particularly important now as the reauthorized Chapter 1/Title I program is being implemented.

ORDERING INFORMATION

To obtain *Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity, Interim Report: Language Minority and Limited English Proficient Students*, contact:

Office of the Under Secretary
Planning and Evaluation Service
U.S. Department of Education
600 Independence Avenue, S.W., Rm. 4136
Washington, D.C. 20202

Public use of Prospects data tapes can be obtained from the U.S. Department of Education, Office of Educational Research and Improvement. The Prospects report and related publications may also be ordered from:

The National Clearinghouse for Bilingual Education
at George Washington University
1118 22nd Street, N.W.
Washington, D.C. 20037
Phone: 800-321-6223
Fax: 202-429-9766
Internet: ASKNCBE@NCBE.GWU.EDU

RELATED REPORTS:

Related reports may be ordered from these sources. Reports include:

- *Descriptive Study of Services to LEP Students*
- *Providing Chapter 1 Services to Limited English Proficient Students*
- *Serving Different Masters: Title VII Evaluation Practice and Policy*
- *Bilingual Beginnings: Evaluation of the Preschool Special Populations Program*
- *Identifying Model Strategies in Bilingual Education: Parent Involvement*
- *New Land, New Knowledge: An Evaluation of two Education Programs Serving Refugee and Immigrant Students*
- *The Title VII Academic Excellence Program: Disseminating Effective Programs and Practices in Bilingual Education*